

EDUCATIONAL RESOURCES INFORMATION CENTER

April 1974

Volume 9 Number 4

**ERIC**

*research*

*in*

*education*

## RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

Material for this publication was processed for Linotron printing by Leasco Systems and Research Corporation under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget March 26, 1971. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$38.00 a year; foreign, \$9.50 additional. Single copy: Domestic, \$3.25. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

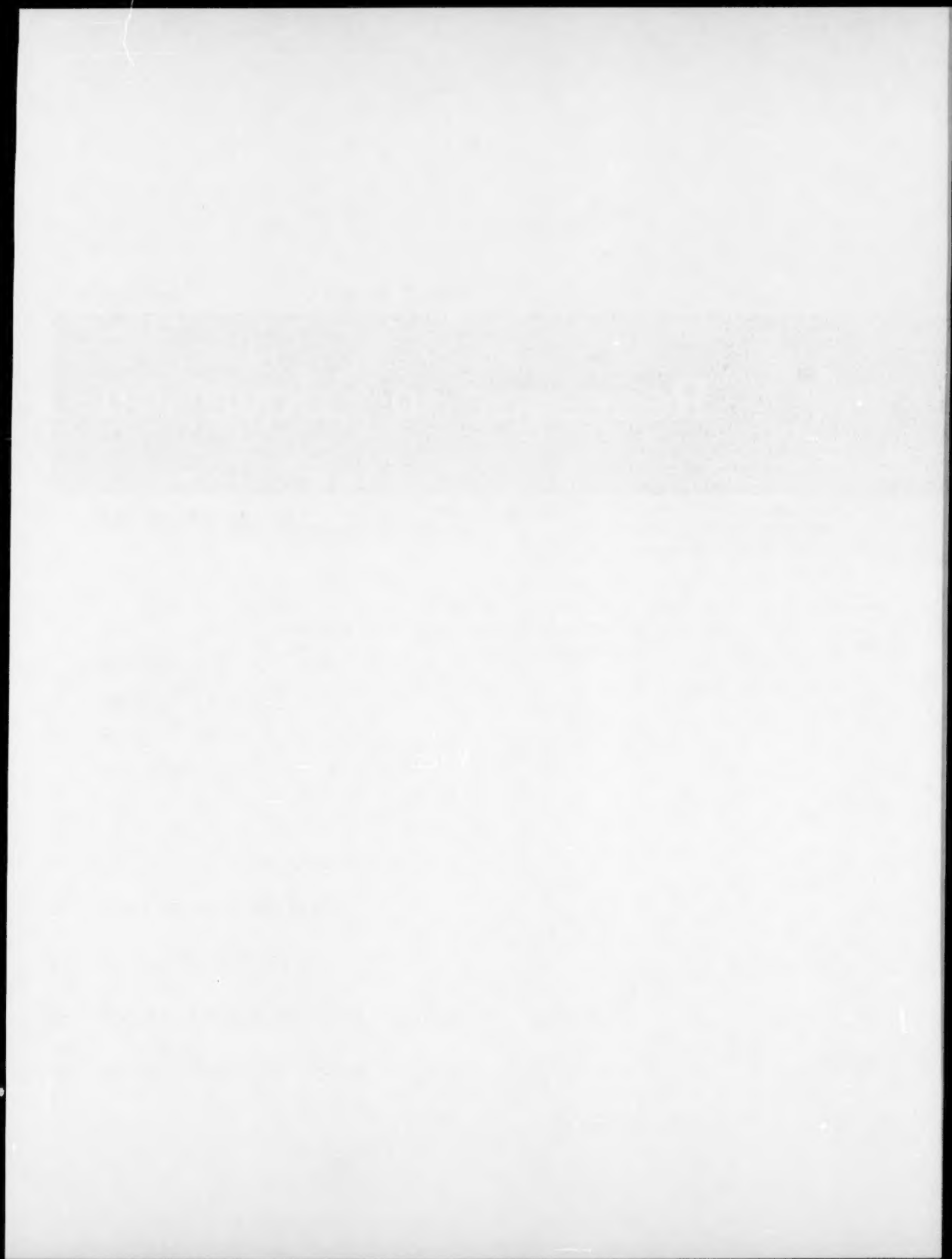


## **SPECIAL ANNOUNCEMENTS**

Resumes from the new ERIC Clearinghouse in Career Education continue to appear in this issue of *Research in Education* (RIE). The prefix used for this clearinghouse is "CE" and it heads the alphabetical listings in the Resume and Cross Reference Index Sections. (See Table of Contents). The ERIC Clearinghouses on Adult Education and Vocational and Technical Information were discontinued as of November 30, 1973, however, the subject areas they covered have been absorbed by the scope of the Career Education Clearinghouse.

Beginning with the May issue, input from another new clearinghouse, to be called Information Resources, will appear for the first time. Information Resources, prefix "IR", represents the merged scopes of the Clearinghouses on Library and Information Sciences and Educational Media and Technology, both of which were discontinued as of December 31, 1973.

The addresses of the two new clearinghouses are listed on the inside of the back cover of this issue.



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# Research in Education

ED 084 338-085 469

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## DOCUMENT SECTION

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

**Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449.**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.65 HC-\$6.58**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

**Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli.**

**Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). \*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in *Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CG—Counseling and Personnel Services .....	21-24	RC—Rural Education and Small Schools .....	109-115
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## CE

ED 084 338 CE 000 239

*Dimock, Hedley G.*  
Planning Staff Training Programs. Series on Leadership and Group Development.  
Sir George Williams Univ., Montreal (Quebec).  
Pub Date 73

Note—46p.  
Available from—Bookstore, Sir George Williams University, Montreal 107, Quebec  
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Programs, Learning Activities, Personnel Evaluation, Program Design, \*Program Evaluation, Service Occupations, Service Workers, \*Staff Improvement, \*Training Objectives, \*Training Techniques  
Identifiers—\*Staff Training Programs

Training is a major component in the development of an organization and in helping it to deal with social, organizational, and technological change. Planning training activities or developing an inservice education program involves several steps: establishing goals for training, planning a training design with sequence and continuity, selecting and preparing for specific training activities, conducting the training program, and evaluating the effectiveness of the training program. Training methods available include: lecture and discussion, case method, role playing, laboratory method and various audiovisual methods. Evaluation is an important aspect of a training program and can also be helpful in the improvement of future programs. Suggestions for increasing the accuracy and usefulness of evaluation cover the choice of aspects of the program to be evaluated, process and methods used and methods of reporting evaluations. (Author/KP)

ED 084 339 CE 000 250

*Coggeshall, Lowell T. And Others*  
A Projection of Maryland's Health Manpower Needs Through the 1980's.

Maryland Council for Higher Education, Baltimore.

Pub Date Jan 69

Note—201p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Dentists, \*Health Occupations, Health Occupations Education, \*Health Personnel, Hospitals, \*Manpower Needs, Manpower Utilization, Nurses, Pharmacists, Physicians, Statewide Planning  
Identifiers—\*Maryland

Recommendations for meeting health manpower and training facility needs in Maryland are

made, based on the included Coggeshall report. Demand for health personnel is contrasted with estimated future supplies. A third medical school should be planned and dependence on foreign physicians reduced. Rural areas should improve their own health services. The nursing shortage will be reduced by expanding associate degree programs but other degree and licensed practical nurse programs should be continued. An increase in the number and productivity of dentists can be made by the creation of a second dental school and encouragement of auxiliary training. Information on the needs for allied health professionals should be gathered. Appendixes include demographic tables on doctors and nurses; a list of institutions offering instruction in allied health professions; a counter statement by the State Medical and Chirurgical Faculty; a supplementary pharmacy report recommending expansion of the School of Pharmacy, reduced dependence on out-of-State pharmacists, and development of experimental training programs; a proposal for a State college of allied health sciences; and an admissions report of the Medical School of the University of Maryland. (MS)

ED 084 340 CE 000 253

*Boyce, Milton*  
Utilization of Volunteer Leaders.

Pub Date Dec 72

Note—19p.; A paper presented at the Inter-American Rural Youth Leaders' Conference (San Juan, Puerto Rico, December 10 through 15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Extension Agents, \*Program Evaluation, Recognition, Recruitment, Speeches, \*Volunteers, Volunteer Training, \*Youth Leaders

In expanding a 4-H volunteer program, a systematic way of recruiting, training, utilizing, recognizing, and evaluating the program is needed. There is no one right answer to volunteer leadership problems, but it is important to believe that volunteers are available. They have to see the need and be convinced it is worth their attention, so the image of 4-H is an important factor. So are self-interest and the public opinion of the agent's role. There are many sources of volunteers: high school youth, churches, parents, etc. These can be utilized effectively with an organized recruitment approach. Following recruitment, the individual must be trained in his job and oriented to the organization. Types of training vary with the type of job. The best use of the Extension Agent is to provide him with organizational leaders so more people are reached. Recognition must be given the volunteer in the form of per-

sonal praise, written notes, or any of several other methods. Evaluation provides an opportunity for an exchange of benefit to both the volunteer and the agent. Through the volunteer youth leaders the world is being made a better place. (AG)

ED 084 341 95 CE 000 262

A Pilot Program to Provide Mentally Restored Young People (Ages 18-30 Years Old) with Skills, Knowledge, and Motivation Required to Pursue a College Level Vocational Education Program. Final Report—Termination of Program.

Monroe Community Coll., Rochester, N.Y. Office for Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CO-72-2-1066

Pub Date Jun 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, \*College Students, \*Community Colleges, \*Emotional Problems, Evaluation Criteria, Higher Education, Program Evaluation, Psychological Needs, \*Psychological Services, Special Education, \*Special Programs, Vocational Counseling, Vocational Education  
Identifiers—\*Psychologically Handicapped

Reporting on a college program whose goal is to help individuals with psychological handicaps, the criteria for program evaluation were that, by the end of the term, at least 66 percent of the students: (a) will have determined the validity of their attending college as a means of pursuing a realistic career goal; (b) will have determined a realistic career goal; and (c) will have made a written plan for the successful completion of their goals. In encouraging the student to produce quality academic work, increased work loads were assigned on an individual basis so an approximation of a fulltime course load was achieved by the last third of the term. At the end of the term, 75 percent of the sixteen students had determined their response to criterion a, 12.5 percent had not, and 12.5 percent had dropped out of the program. The staff concluded that 38 percent of the students met criteria b and c, 38 percent were still working on those goals, and 24 percent did not complete the program. The existence of such special programs and adequate counseling services and career guidance represents an important educational opportunity with implications for future programs. (AG)



**ED 084 342** CE 000 266  
**Careers in Hospitals: A Directory of Schools and Training Programs in Rhode Island and Vicinity.**

Hospital Association of Rhode Island, Providence.  
 Pub Date Jul 70  
 Note—53p.  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Vocational Schools, \*Career Choice, Dental Schools, \*Directories, Employment Opportunities, \*Health Occupations Education, \*Health Personnel, Human Services, Medical Schools, Nursing, Paramedical Occupations, Statewide Planning, Subprofessionals, Therapists, Vocational Education  
 Identifiers—\*Rhode Island

The job content and educational and training requirements of 31 hospital-related careers are described in this directory. For every career listing in the directory, a guide is provided to Rhode Island schools and training programs, with information such as length of courses, student capacity, dates for submitting applications, educational preparation, and employment opportunities. If schools for a particular career are not available in Rhode Island, then those in neighboring states are listed. The information about hospital career fields covers 24 individual careers. Surveyed more briefly are the wider categories of Medicine, Dentistry Administration, Food Service, Housekeeping, Laundry, Maintenance, and Engineering. For each teaching institution, the address, telephone number, and career reference (if any) are provided. This document is supplemental to the "Careers in Hospitals" kit sponsored by the same group (Hospital Association of Rhode Island). (KP)

**ED 084 343** CE 000 358  
**Socanic Coaching Manual.**

Saskatchewan NewStart, Inc., Prince Albert.  
 Spons Agency—Department of Regional Economic Expansion, Ottawa (Ontario); Saskatchewan Dept. of Education, Regina.

Pub Date Jul 72  
 Note—473p.; Third edition  
 EDRS Price MF-\$0.65 HC-\$14.65

Descriptors—Business Skills, Communication Skills, Core Courses, \*Curriculum Guides, Human Development, Human Relations, Instructional Aids, Instructional Materials, Manuals, Non Professional Personnel, Recreation, Social Services, \*Social Workers, \*Subprofessionals, Teacher Aides  
 Identifiers—\*Socanics

Preparation of Socanics (para professionals such as teacher's aides, social work aides, court workers, and recreation workers) for entry development in social institutions is the purpose of this training manual. Generic skills have been identified and are clustered into five areas which form the curriculum. They are: (1) communication processes (writing, speaking, interviewing, etc.); (2) clerical (record keeping, office machines); (3) human relations (with the professional, the client, the organization, and fellow workers); (4) human growth and development; and (5) personal. Following the completion of the core, students may select a short course stressing the special skills needed in individual areas or may get the skills through on-the-job training. Many of the basic instructional tools needed to teach the course are included in the manual, as well as procedures, copies of all projects, lists of materials which can be obtained locally, and lists of films and printed materials and where they can be obtained. Jobs for Socanics are described briefly. (MS)

**ED 084 344** CE 000 365  
**Pedini, D. T. Pedini, Bonnie C.**

**Defense Mechanisms: Discussions and Bibliographies; General or Multiple, and Specific.**

Pub Date [73]  
 Note—86p.  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Psychiatry, \*Psychology  
 Identifiers—\*Defense Mechanisms

This publication considers some Freudian ego mechanisms. The first discussion and bibliography concerns defense mechanisms, in general or in multiple, after which, the discussions and bibliographies concern specific defense mechanisms: denial; displacement, substitution, sublimation; fixation; identification, introjection,

incorporation, internalization; intellectualization, obsessive ideation, compulsion; projection; rationalization; reaction formation; regression; and repression. Key understandings and sources are noted. The discussions and bibliographies range from the earliest professional (psychoanalytic, psychiatric, and/or psychological citations to researches in the middle 1960's. (Author)

**ED 084 345** CE 000 370  
**Career Information System. Computerized Occupational Information System.**

Pub Date [73]  
 Note—31p.; For related documents see CE 000 648, CE 000 649 and CE 000 652  
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, \*Career Education, Career Opportunities, Career Planning, \*Computer Oriented Programs, High School Students, Information Dissemination, \*Information Systems, \*Occupational Information  
 Identifiers—\*Occupational Information Access System

In a booklet designed to familiarize the reader with use, purpose, operation, and audience of the Career Information System, sample printout pages are presented. The system is intended for use by high school students, and its ease of use is emphasized. The five-part program consists of an exploratory questionnaire (the QUEST questionnaire) which takes into consideration geographic, economic, and occupational interests as well as physical limitations; brief occupation descriptions of more than 200 of the careers available in Lane County; selected bibliographies of published information about occupations in the system; cassette recorded interviews with persons in various occupations; and personal interviews. These points are presented in brief overviews. Information from the computer is made available through a teletype terminal. (AG)

**ED 084 346** CE 000 417  
**Maintenance Scheduling and Reporting.**

Arkansas State Highway Dept., Little Rock.  
 Pub Date Aug 72  
 Note—100p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 220 764, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Independent Study, Inspection, \*Maintenance, \*Management Education, Planning, Preservation, \*Recordkeeping, Records (Forms), Repair, Scheduling, Supervisors  
 Identifiers—\*Highways

The report describes most of the field procedures of the Arkansas Highway Department's maintenance management system. The material is specifically designed for area foremen and job superintendents. Included are work scheduling, management tools, procedures, and reporting. The format is suitable for use as a self-instructional text. (Author)

**ED 084 347** CE 000 418  
**Wolfe, Arthur C. Chapman, Marion M.**

**1970-71 Washtenaw County High School Survey on Drinking and Driving.**

Michigan Univ., Ann Arbor. Highway Safety Research Inst.

Pub Date Jun 72  
 Note—38p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 220 789, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Alcohol Education, \*Driver Education, Grade 10, Grade 11, Grade 12, \*High School Students, Mass Media, Motor Vehicles, \*Surveys, Traffic Accidents, Traffic Safety  
 Identifiers—Washtenaw Alcohol Safety Action Program

The report summarizes the results of a questionnaire completed by 436 tenth, eleventh, and twelfth grade students in six Washtenaw County high schools during the 1970-71 school year. Content areas of the survey include: driving experience, driving record, driver education, exposure to drinking and driving information in school and on the mass media, radio listenership and newspaper readership, drinking and driving after drinking experience, role of alcohol in traffic accidents, effect of alcohol on driving ability, factors influencing how alcohol affects an individual, legal aspects of drunk driving, and

demographic and background information on the respondent. The survey was carried out in order to obtain baseline information useful to the development and evaluation of the public information program for high school students being carried out by the Washtenaw Alcohol Safety Action Program. (Author)

**ED 084 348** CE 000 419  
**Rhode, Michael, Jr.**

**Manpower for Industry in Developing Nations. Army War Coll., Carlisle Barracks, Pa.**

Pub Date 27 Mar 73  
 Note—34p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 761 046, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Developing Nations, Educational Development, Industrialization, Manpower Development, \*Manpower Needs, Manpower Utilization, \*National Programs, \*Objectives, On the Job Training, \*Skill Development, Skilled Labor, Skilled Workers, Trade and Industrial Education

Developing nations face considerable difficulty in generating new and specialized skills economically and quickly and in making the best possible, most efficient use of those skills already existing in country. This paper examines the difficulties faced in estimating industrial skill requirements, explores the narrow aspects of the efficient use of manpower and considers some systems of education and training. It is concluded that determination of goals along with the development of efficient systems for attaining those goals is the singularly most difficult problem to be solved in determining manpower needs for developing countries. In order to ensure the efficient and orderly movement toward industrialization, the government of a developing nation must set forth a clear definition of national goals in the education and training of industrial manpower. Further, they must ensure that effective education and training systems are developed; promote, coordinate and implement industrial training programs when necessary; and, induce industry to assume a large role in the development skills. (Author/SA)

**ED 084 349** CE 000 420  
**Whittenburg, John A. And Others**

**Driver Improvement Training and Evaluation: Initial Development. Final Report.**

American Univ., Washington, D.C. Development Education and Training Research Inst.; Coast Guard, Washington, D.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-800-680  
 Pub Date May 72

Note—365p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 220 557, MF \$1.45, HC \$9.00)

Document Not Available from EDRS.

Descriptors—\*Driver Education, Literature Reviews, \*Motor Vehicles, \*Performance Tests, \*Program Evaluation, Traffic Safety, Training Objectives

Identifiers—Automobile Driver Instruction

A driver improvement training program using multimedia classroom lessons and multiple car driving range exercises was given to U.S. Coast Guard recruits. Training was evaluated by comparing matched control and experimental groups. Baseline data including driving history, biographical, and physical characteristics was collected. Driving range, attitude, and knowledge tests comprised the intermediate criteria tests used for pre-posttesting. Seven ultimate criterion (e.g.: accidents and violations) data sources were identified and data collection instruments developed. A conceptual framework with models of the driving process and human information processing and literature reviews are included. The experimental group and control group test scores were the same as pretest. At posttest the experimental group scored significantly higher than at pretest and higher than the control group. Future plans for data analyses and diagnostic testing and individualized training were started. (Author)

**ED 084 350** CE 000 422  
**Goettel, Donald J.**

**A National Manpower Policy: Training and Employing the Unemployables.**

Army War Coll., Carlisle Barracks, Pa.



Pub Date 26 Jan 73

Note—34p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 760 898, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Administrative Policy, Employment, Failure Factors, \*Government (Administrative Body), Job Training, Literature Reviews, \*Manpower Development, National Programs, \*Program Evaluation, Success Factors, \*Unemployed

Identifiers—\*Manpower Programs

Current manpower policies have been characterized as experimentation with ideology, methods and programs aimed at providing an optimum solution to the unemployment dilemma of the disadvantaged. A proliferation of programs and a lack of long-range planning has been inherent during the 1960's. The report notes, however, that although a suitable means of evaluating the efficiency of the program was not available, needs were probed, lessons were learned, and useful services were identified. The present research consisted of a review of selected literature and a critique of contemporary manpower programs which emerged during the 1960's. An analysis of the successes and failures provided the basis for some conclusions. (Author)

ED 084 351 CE 000 423  
Special Program for Emergency Employment Development Handbook.

Manpower Administration (DOL), Washington, D.C. Office of Employment Development Programs.

Report No.—DLMA-PSC-NC-021

Pub Date Jul 72

Note—41p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB-218 363, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Emergency Programs, \*Employment Opportunities, Employment Services, Financial Support, Geographic Regions, Manpower Utilization, \*Manuals, Participation, \*Program Administration, Program Budgeting, Program Descriptions, Program Design, Program Length, Unemployed

Identifiers—State Local Relationship

The handbook provides a thorough description of the philosophy and operating instructions of the Special Program for Emergency Employment Development (SPEED). It includes the purpose and description; sponsorship; eligibility requirements; user agencies; program duration; length of enrollment; participant termination; description of services; work standards; project development, review approval and funding; ES monitoring; reporting; and stipend payments. (Author)

ED 084 352 CE 000 424  
Supplemental Training and Employment Programs (STEP) Handbook.

Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-PSC-NC-022

Pub Date Feb 71

Note—67p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 218 364, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Educational Programs, \*Employment Programs, Employment Services, \*Manuals, Participation, Program Budgeting, Program Descriptions, Program Length, Recordkeeping, Wages, Work Experience

Identifiers—Eligibility, \*Manpower Programs, STEP

The handbook provides a thorough description of the philosophy and operating instructions of the Supplemental Training and Employment Program (STEP). It includes the background; purpose and description; sponsorship; project development, review, approval and funding; project duration; eligibility requirements; length of enrollment; participant termination; work standards; monitoring; user agencies; relationship to other programs; description of services; outline of program action steps; reporting; stipend payments; and federal responsibilities. (Author)

ED 084 353 CE 000 432  
Miller, Paul A.

The Cooperative Extension Service: Paradoxical Servant—The Rural Precedent in Continuing Education.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Aug 73

Note—33p.; Landmarks and New Horizons in Continuing Education 2, A.A. Liveright Memorial Series

Available from—Syracuse University Publications in Continuing Education, 224 Huntington Hall, Syracuse, NY 13210 (\$1.50)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Agricultural Education, Cooperative Programs, Extension Agents, \*Extension Education, National Programs, \*Rural Extension, \*University Extension, \*Urban Extension

Identifiers—Cooperative Extension, \*Extension Service

The paradox of the Cooperative Agricultural Extension Service lies in the fact that it has made rural America economically and technologically wealthy while at the same time its human services have declined relative to the rest of the nation. The growth of an urban industrial society has resulted in a new view of agriculture as a business rather than a way of life; now there is greater interdependence between rural and urban sectors. The 68 colleges of agriculture of the State land grant universities are the unique contribution of American higher education, but decreasing effectiveness of State government weakens them. A summary of the basic strengths of Cooperative Extension reveals that expanding aspirations gave the rural movement its impetus but options which later developed were toward becoming either a broadened instrument of adult education or a specialized technical service. A new emphasis on management and marketing grew out of this. More recently the tendency has been to see the urban crisis and rural deprivation as aspects of the same issue and to confront the needs of the nation as a whole. This widens the scope of Cooperative Extension considerably and calls for major changes in its approach. (MS)

ED 084 354 CE 000 451  
Hill, Charles Russell

The Economic Determinants of Labor Supply for the Urban Poor.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-25-69-29

Pub Date Aug 70

Note—140p.; Ph.D. Dissertation, University of Minnesota

Available from—National Technical Information Service, Springfield, VA 22151 (PB-194 796, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Comparative Analysis, Disadvantaged Groups, \*Economically Disadvantaged, Economic Disadvantage, \*Economic Factors, \*Family (Sociological Unit), \*Family Income, Heads of Households, \*Labor Supply, Leisure Time, Literature Reviews, Models, Wages

The study is concerned with empirically deriving a labor supply function for members of poor families. It contains a definition of poverty as well as a brief summary of the characteristics of families in poverty in 1966 and a review of the existing literature on the supply of labor by the poor. A general model of labor supply based on family utility maximization is developed. In constructing the model, attention has been given to the characteristics of the poor worker which may differentiate his work-leisure choice from that of his nonpoor counterpart. The results indicated that variation in the poor family head's effective wage rate has a stronger effect on the quantity of labor supplied by the head than any other explanatory variable used. A comparison of poor and nonpoor family heads revealed that the income effect resulting from a change in the wage rate is more likely to dominate the substitution effect for the nonpoor than it is for the poor. (Author)

ED 084 355 CE 000 459  
Riley, Clayton Omvig, Clayton

A Development Program Utilizing Simulated Occupational Experience in Distributive Education. Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Council for Distributive Teacher Education.

Pub Date Nov 70

Note—212p.; 1972 printing by Distributive Education Materials Laboratory, Ohio State University; Professional Bulletin Series No. 21

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Coordinators, Curriculum Development, \*Distributive Education, Distributive Education Teachers, Grade 11, Grade 12, \*High School Students, Instructional Materials, Laboratory Training, \*Manuals, \*Program Development, Program Evaluation, \*Simulation, Vocational Education

Identifiers—Occupational Experience

The developmental programs were initiated to assist in: developing a procedure for training high school students in distributive education utilizing simulated occupational experience; developing specifications for a simulated laboratory for providing occupational experience; developing a curriculum utilizing laboratory training for eleventh and twelfth grade students; determining the facilities and equipment needed; developing, testing, evaluating, and refining instructional materials; evaluating the effect of the program on adoption of distributive education programs in cooperating schools; and evaluating the effectiveness of such experiences in securing and maintaining employment in distributive occupations. The study group was composed of 128 students in four selected public area vocational-technical schools in Kentucky. The program was effective and demonstrated that simulation can be used effectively. A Coordinator's Handbook, one of the materials resulting from the program, is included and constitutes the major portion of the document. It covers the duties and responsibilities of coordinators. Examples of teaching aids, a curriculum survey, and monthly report forms are also included. (AG)

ED 084 356 CE 000 460  
Census of Population: 1970; Subject Reports: Persons with Work Disability. Final Report.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—PC-2-6C

Pub Date Jan 73

Note—200p.; This is part of Volume II, Subject Reports

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.60)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Census Figures, \*National Demography, \*National Surveys, \*Physically Handicapped, \*Statistical Surveys

Identifiers—\*Work Disabilities

The fourteen statistical tables compiled in this report were obtained from questionnaires from the 1970 population census and followup phone calls and personal visits. In considering persons with work disabilities, the following variables were used to arrange the data tables: duration of work disability, type of residence, race, Spanish origin, sex, age, household relationship, marital status, years of school completed, vocational training, employment status, age of family head, type of family, number of related children under 18 years, major occupation, work experience in 1969, earnings in 1969, type of earnings, total family income in 1969, and presence of work disability. These statistics pertain to the noninstitutional population 18 to 64 years old in the United States. The five appendices provide general information concerning the presentation of data and the census collection and processing procedures; describe the area classifications and residence rules; provide brief definitions and explanations of subjects covered in cross-classifications; present information on sources of error in the data, sampling variability, ratio estimation, and editing procedures; and summarize the data dissemination program. (AG)

ED 084 357 CE 000 463  
Shapley, Allen E.

Clarification of Workmen's Compensation Insurance.

Michigan State Univ., East Lansing, Center for Rural Manpower and Public Affairs.

Report No.—Special Paper 16

Pub Date Oct 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agricultural Laborers, Employer Employee Relationship, \*Insurance Programs, \*State Laws, \*Workmans Compensation

Identifiers—\*Michigan

This document attempts to answer questions resulting from the 1972 Michigan Supreme Court Ruling relative to agricultural employees under the Workmen's Compensation Act (WCA). The

sections of this paper outline a history of the WCA; employers covered; definition of "regularly employed"; clarification of "thirteen weeks"; employees (minors, partners, spouses, where, when); custom hire contracting; attempts to avoid the law; insurance carrier's obligations; employers' protection from other actions by employees; when the law does not apply; cost; unemployment insurance vs. workmen's compensation insurance; employee's claim procedure; employee benefits; compensation rates; and what to do when a controversy arises. (KP)

**ED 084 358** CE 000 477

**Marshaling Citizen Power to Modernize Corrections.**

Chamber of Commerce of the United States, Washington, D.C.

Pub Date 72

Note—28p.

Available from—Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, DC 20006 (1-9 copies, \$1.00 each; 9-100 copies, \$0.80 each; 100+ copies, \$0.70 each)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Citizen Participation, \*Community Role, \*Correctional Rehabilitation, Corrective Institutions, Human Services, \*Public Affairs Education, Recidivism, Social Problems, \*Vocational Rehabilitation

The pamphlet is the most recent in a series of National Chamber of Commerce publications designed to stimulate business and other citizen action to improve corrections as one of the three components of the criminal justice system. The Chamber observes that correctional reform is taking place at various governmental levels but that these efforts are inadequate. Facilities for juvenile offenders, probation and parole program funding, correctional planning and personnel are areas cited for improvement. Community-based correction is suggested as a means of rehabilitating the offender and lowering costs; the Sacramento and Stockton Community Treatment Project and Pretrial Intervention are given as examples. Since access to employment is a major factor in reducing recidivism, businessmen are urged to assume the initiative in the rehabilitation process. A two-page list of references and films is included. (AG)

**ED 084 359** CE 000 481

*Stephenson, Stanley P., Jr.*

**Economics of Job Search: A Bimodal Analysis of Job Search Behavior of Urban Male Youth Ages 18-22.**

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jan 73

Note—163p.; Ph.D. Dissertation, Indiana Univ.; Presented at the Econometric Society Meetings (Toronto, Canada, 1972)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 216 163, MF \$1.45, HC \$6.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Behavior Patterns, Doctoral Theses, Economic Research, Expenditures, \*Job Applicants, Job Market, \*Males, Negro Employment, Occupational Aspiration, Questionnaires, \*Racial Differences, \*Urban Youth, Work Attitudes, Youth Employment

Identifiers—\*Job Search

This study presents and tests an econometric model of job search behavior for youth. The main hypothesis is that differences in search behavior help account for youth-adult employment differences and that within the youth group, black-white unemployment and earnings differentials can be partially explained by job search behavior. Endogenous variables considered are cost of the search, the supply wage rate, the length of search, and the expected duration of work on the next job. Explanatory variables fit into four categories: economic variables, attitudinal indexes, behavioral variables, and demographic datum. The surveyed data was from 150 white and 150 black, young, urban, unemployed men from the field offices of the Indiana Employment Security Division in Indianapolis during November, 1971. Results showed black youth to have lower weekly search costs than whites, but longer search periods and consequent higher total search costs. Supply wage declines as search length increases. (Author/AG)

**ED 084 360**

*Oliver, J. Dale And Others*

**Vocational Education Evaluation Project: Annual Report—Fiscal Year 1973.**

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons. Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—RP-808361-2; VEEP-4

Pub Date Sep 73

Note—24p.; See ED065699 for an explanation of the project and its projected growth

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annual Reports, \*Evaluation Needs, \*Evaluation Techniques, Information Systems, Management Systems, Program Content, Program Coordination, Program Development, \*Program Evaluation, \*Program Planning, Public Relations, State Programs, \*Vocational Education

Identifiers—Virginia, \*Vocational Education Evaluation Project

The primary objective of the Vocational Education Evaluation Project (VEEP) is to develop a management information system for the planning and programming of vocational education. The work has been divided into a macro-system (primarily concerned with guidelines and systematic procedures at the State level) and a micro-system (emphasizing the assessing, planning, and programming of individual vocational education programs in local schools). This report presents project accomplishments within these areas: macro-system, micro-system, local evaluation, staffing, advisory committee, meetings with State staff, visits out-of-state, VEEP Library, presentations at meetings, meetings attended, and publications and publicity. Projected plans are outlined with emphasis on the macro-subsystem (including planning and the Vocational Education Reporting System) and the micro-system (program effectiveness and local evaluation components). The appendix lists 116 units completed during the year. (SC)

**ED 084 361**

*Glaser, Edward M.*

**Improving the Quality of Worklife...And in the Process, Improving Productivity: A Summary of Concepts, Procedures and Problems, with Case Histories.**

Human Interaction Research Inst., Los Angeles, Calif.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Oct 73

Note—271p.

Available from—National Technical Information Service, Springfield, Va. 22151

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Employee Attitudes, Employer Employee Relationship, Fringe Benefits, Human Engineering, Industrial Personnel, Industrial Relations, \*Job Satisfaction, Labor Unions, Morale, Motivation, Organizational Climate, Organizational Development, \*Personnel Management, Personnel Policy, \*Productivity, Vocational Adjustment, \*Work Attitudes, \*Work Environment

Addresses the complex socioeconomic problem of improving the quality of worklife and, in the process, improving productivity. Focuses on ways to provide a work climate that will stimulate pleasurable ego-involvement in the job, thereby bringing about increased productivity as a likely by-product. Explores a number of attempts to improve the quality of worklife—among them job redesign, participative management, and cost-saving sharing. Presents case histories illustrating successful experiences, followed by the author's comments highlighting possible application to other companies. Reviews potential problems and pitfalls attendant upon work improvement programs. Presents a series of guidelines for introducing a quality of work program, based on generalizations from the above and from works of reputable authorities, followed by an independent set of guidelines and recommendations advanced by the author. Appendixes include an outline of an evaluation procedure and a proposed supervisory training workshop on improving the quality of worklife. (Author)

CE 000 500

**ED 084 362**

*Joselyn, Edwin Gary, Comp. Perry, Dallas K.*

**Minnesota Test-Norms and Expectancy Tables. Revised Edition.**

Minnesota State Dept. of Education, St. Paul. Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—302p.; 1961 edition revised 1971

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Achievement Tests, \*Aptitude Tests, \*Counseling, \*Expectancy Tables, Norm Referenced Tests, Occupational Tests, Raw Scores, Student Testing, \*Tables (Data), Testing, Test Interpretation, Test Reliability, Test Results, Tests, Test Selection, Test Validity

The volume of test-norms and expectancy tables is intended as a tool for counselors in counseling individuals. The work contains a chapter on test interpretation to assist the counselor in relating individual test scores to other information about the individual. In the Minnesota Norms section of the tables, there are no data at the elementary level. At the secondary level there are two types of tests: scholastic aptitude (Lorge-Thorndike, and Differential Aptitude), and achievement (Iowa Tests of Basic Skills; Stanford Achievement, both advanced battery and high school battery; Iowa Tests of Educational Development; and the Minnesota English Test). Tests for post-high school include Minnesota Scholastic Aptitude, High School Percentile Rank by type of Minnesota College, and General Aptitude Test Battery by Training Groups. There are expectancy tables for the various campuses and colleges of the Univ. of Minnesota and other Minnesota colleges grouped according to the categories: Private Liberal Arts Colleges, State Colleges, and Junior Colleges. Finally, there are two interest tests results: Strong Vocational Interest Blank and Minnesota Vocational Interest Inventory. (AG)

**ED 084 363**

*Grau, Glen, Ed. Kerlan, Julius H., Ed.*

**Career Opportunities Through Apprenticeship.**

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education;

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—42p.; Revised edition; Minnesota Guidance Series Publication

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Apprenticeships, Occupational Information, Qualifications, \*State Surveys, \*Trainees, Training, \*Vocational Education

Identifiers—\*Minnesota

The information contained within this booklet describes for high school students the occupation itself, training terms, and desirable qualifications for the sixteen most active apprenticeable trades, namely: electrical wireman, carpenter, plumber, machinist, pipefitter, auto mechanic, lithographer, sheet metal worker, pressman, floor coverer, bricklayer, painter and decorator, compositor, tool and diemaker, millwright, and bookbinder. The distribution of active apprentices by major industries in Minnesota, the distribution of apprentices in the top sixteen trades, the distribution of active apprentices by industry and trade in Minnesota, how and where to apply for apprenticeships in Minnesota, a list of further publications to explore, and a section on "You as an Apprentice" are included. The final section emphasizes the importance of self knowledge in the decision to prepare for and apply for an apprenticeship. (KP)

**ED 084 364**

*Latchaw, Trudy Trousdale, Comp. Miller, G.*

**Dean, Comp.**

**Paramedical Training in Minnesota; Requiring Two Years or Less Education at Non-Profit Institutions.**

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—127p.; Revised 1972 edition; Minnesota Guidance Series Publication

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Directories, \*Health Occupations Education, \*Paramedical Occupations, \*Post Secondary Education, \*Schools  
Identifiers—\*Minnesota

The directory of Minnesota institutions providing paramedical training is organized by categories of paramedical occupations: child care specialist, dental assistant and hygienist, dietetic assistant, electro medical technician, hospital service coordinator or hospital station secretary, inhalation therapist, laboratory assistant and technician, medical office assistant, medical receptionist and secretary, medical technician, medical records technician, nurses aide, practical nurse, occupational therapy assistant, ophthalmology and optical technician, optometric assistant, orthopedic physician assistant, physical therapy assistant, psychiatric and surgical technician, radiologic technologist, registered nurse, urological assistant, veterinary medical technician, and X-ray technologist. Under each occupational category, the institutions are listed with the addresses, the length of their programs, the number of students per class, the room and board costs, tuition, other fees, the entrance requirements, when class begins, and what stipends available. (AG)

ED 084 365 95 CE 000 505  
Career Development Resource Materials K-6.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.; Roseville Area School District 623, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Booklists, \*Career Education, \*Classroom Materials, \*Educational Resources, Elementary Grades, Instructional Media, Intermediate Grades, Occupational Information, Primary Grades, \*Resource Materials

Almost 400 resources are listed with bibliographic information, price, recommended grade level, review sources, and an annotation provided for each entry. Books, films, filmstrips, records and guidance kits are included. Entries are listed in three categories: Part I, Personal Development, including the groupings of Identity-Know and Accept One's Self, Accepting Differences, Understanding Values, Changing Personality, Cooperation, and Making Decisions; Part II, The World of Work, including the groupings of bibliographies and aids for teachers, introducing occupations, women in the world of work, economics in the world of work, and stories to introduce the world of work; and Part III, Occupations: Alphabetic Listing, including listings under 59 occupations. (SC)

ED 084 366 95 CE 000 507

Connor, Pete. And Others

Career Awareness: Owatonna Elementary Schools. Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—551p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—\*Career Education, Curriculum Development, \*Elementary Grades, \*Instructional Materials, \*Resource Guides, Resource Materials

Identifiers—\*Career Awareness

The purpose of the career awareness teacher's guide is to assemble in convenient form learning activities that will give elementary students a greater understanding and awareness of self and the occupational world that surrounds him. The guide is divided into grades 1-6 and organized into monthly sections. For each of the nine months there are five or more activities correlated as closely as possible with the curriculum although not dependent upon it and a listing of suggested resource materials. One class period a week, from 30 to 60 minutes, is recommended. Although the guide was specifically prepared for use in the Owatonna, Minnesota, public schools, it will be found to be applicable by other school systems. (MS)

ED 084 367 CE 000 508

McCracken, J. David, Comp.

Summaries of Studies in Agricultural Education, 1972-73.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agricultural Education, \*Agricultural Research Projects, Doctoral Theses, Literature Reviews, Research Reviews (Publications), Vocational Agriculture

The compilation of research in agricultural education includes abstracts of nineteen studies completed at Ohio State University during the 1972-73 year. Nine of the completed studies represent staff research and ten represent doctoral theses. They are arranged alphabetically by author and indexed by subject. A list of the forty-six Studies in Progress during 1973-74 is also included. (Author)

ED 084 368 CE 000 509

Knowles, Malcolm

The Adult Learner: A Neglected Species.

American Society for Training and Development, Madison, Wis.

Pub Date Apr 73

Note—207p.

Available from—Gulf Publishing Company, P.O. Box 2608, Houston, TX 77001 (\$7.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Adult Education, \*Adult Learning, Behavior Patterns, \*Human Resources, Individual Development, Learning Characteristics, Learning Experience, Learning Motivation, \*Learning Theories, Manpower Development, Organizational Development, Teaching Models, \*Teaching Techniques, Training

Traditional theories of learning and the teaching practices resulting from them are reviewed. Most theories of adult learning are based on research into the learning of children, which in turn is founded upon theories of animal learning. These theories, formulated under laboratory conditions, are artificial at best—and not complex enough to apply to adult human beings. Emerging theories of adult learning, however, are based on the unique characteristics of adults as learners and result in differentiated educational practices. Human resource development (HRD) is based on many of these newer theories and serves as a guideline for action. Knowles' andragogical theory is based on four assumptions which differ from those of pedagogy: (1) changes in self-concept, (2) the role of experience, (3) readiness to learn, and (4) orientation to learning. As a guideline for developing programs and for selecting and training teachers, the andragogical model of HRD is very applicable. Among the appendices are "Is It Skinner or Nothing?" and "An Approach to a Differential Psychology of the Adult Potential." There is a eleven-page bibliography. (MS)

ED 084 369 CE 000 510

Pedini, D. T. Gregory, Lura N.

Person According to Freud, Adler, Jung, ?.

Nebraska Univ., Omaha.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Behavior Theories, \*Human Development, Individual Psychology, Personality, \*Personality Development, \*Personality Theories, Psychiatry, Psychoeducational Processes, Psychology

The nature of persons and studying persons present many problems. This paper attempts to place the problems in perspective, not only in terms of the past, but also in terms of the future. Insightful contributions of Freud, Adler, and Jung are presented in brief overview. Some of their antecedents are mentioned. A future perspective is alluded to. The final section considers applications to education, for diagnosis without treatment, remediation, correction, training, or education is at best, foolish. (Author)

ED 084 370 CE 000 512

A Comparative Study of MDTA (Manpower Development and Training Act), Institutional Training in Community Colleges, Public Vocational Schools, and Private Institutions.

Harris (Sam) Associates, Ltd., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Pub Date 15 May 73

Note—88p.

Available from—National Technical Information Service, Springfield, VA. 22151 (PB-222 129, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Community Colleges, \*Correlation, \*Cost Effectiveness, Educational Programs, \*Manpower Development, Private Schools, Vocational High Schools, \*Vocational Schools

Identifiers—Manpower Development and Training Act

The study was undertaken for the purpose of developing and testing a methodology for measuring the relative cost-effectiveness of MDTA training conducted within public vocational schools, community colleges and private training institutions. The three principal objectives of the study were: to compare the cost-effectiveness of each type of facility for selected occupational offerings, ascertaining and comparing the cost-effectiveness in terms of outcomes, and analyzing the interrelationship between trainee characteristics, type of training facility, and outcome variables. (Author)

ED 084 371 CE 000 513

Meyer, Judy Anderson, Carol

The Group Guidance Program: Career Guidance Through Groups. Volume I. Operations Manual.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—308p.; See also CE 000 514

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 123, MF \$1.45, HC \$6.00, paper copy also available for \$11.00 per set of 2 reports as PB 222 122 SET)

Document Not Available from EDRS.

Descriptors—\*Career Education, Group Dynamics, \*Group Guidance, Manpower Needs, Manuals, \*Occupational Guidance, Occupational Information, Program Planning, \*Secondary Grades, Self Concept, Vocational Counseling

The Group Guidance Program is a comprehensive career guidance program designed to prepare young adults for a positive transition from high school to suitable employment or post-high school training. The program materials deal with three major areas: self-awareness, labor market information, and tools for employment. Volume I of a two volume manual reports on how students in the program meet in small groups—based on the assumption that collectively, they are aware of many facets of the world of work and if properly stimulated, can teach one another more effectively than can an adult teach them through formalized presentations. The operations manual is written as a guide to assist school districts and other interested agencies in developing their own operational group career guidance programs. Portions of this document are not fully legible. (Author)

ED 084 372 CE 000 514

Turkington, Keith Anderson, Carol

The Group Guidance Program: Career Guidance Through Group Dynamics For Secondary School Students. Volume II. Curriculum Materials.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—324p.; See also CE000513

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 124, MF \$1.45, HC \$6.00, paper copy also available for \$11.00 per set of 2 reports as PB 222 122 SET)

Document Not Available from EDRS.

Descriptors—Career Education, Group Dynamics, \*Group Guidance, \*Instructional Materials, \*Occupational Guidance, Occupational Information, \*Secondary Grades, Vocational Counseling, \*Vocational Development

Volume 2 of a two volume report on student curriculum materials is intended for use in a



group career guidance program. Included are group session outlines with complete facilitator instructions and student group materials, either developed or used by the original Group Guidance Program. Most of the group sessions involve the case study method; however, there are other techniques including the usage of pencil and paper, resource persons, and role playing in the context of a task-oriented group guidance process. The curriculum materials are organized under three main headings: self-awareness, labor market information, and tools for employment. (Author)

**ED 084 373** CE 000 515  
Henry, J. P.

**An Experimental Evaluation of a Shadowgraph Simulator for Driver Training.**  
Transport and Road Research Lab., Crowthorne (England).  
Pub Date 73  
Note—37p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 105, MF \$1.45, HC \$3.75)

**Document Not Available from EDRS.**

Descriptors—\*Driver Education, Experimental Programs, Intelligence Tests, \*Motor Vehicles, Performance Tests, Psychological Tests, \*Simulators, Traffic Safety

Identifiers—Great Britain, Shadowgraph Simulators

An experiment to assess the value of a shadowgraph simulator for driver training is described. Two groups of 36 pupils with no previous driving experience, and matched for age and sex, were taught to drive up to the standard of the DOE driving test. The pupils in one of the groups received their first three hours instruction on a shadowgraph simulator. The results of the experiment showed that there was no significant difference between the time required by those pupils who had started on the simulator, and those who had had all their lessons in a car. There was a wide variation in the amount of time required to pass the driving test; with extremes of 14 and well over 60 hours. The average number of hours of instruction required was 31. An intelligence test, a test of Mechanical Comprehension and a Personality Inventory were administered to each pupil. There was some evidence to suggest that the more intelligent pupils learned to drive more quickly. (Author)

**ED 084 374** CE 000 516

Walther, Regis H. And Others

**A Longitudinal Study of Selected Out-of-School NYC-2 Programs in Four Cities: (An Evaluation of the 1972 Washington Summer Intern Program of the Department of Labor).**

George Washington Univ., Washington, D.C. Manpower Research Projects.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-41-0-003-09-3

Pub Date Feb 73

Note—205p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 323, MF \$1.45, HC \$5.50)

**Document Not Available from EDRS.**

Descriptors—American Indians, \*Career Planning, \*Government Role, Grade 11, \*Internship Programs, Longitudinal Studies, Negro Youth, \*Out of School Youth, Spanish Speaking, \*Summer Programs, Urban Youth

Identifiers—Neighborhood Youth Corps  
The 1972 Washington Summer Intern Program was a special work experience, underwritten by the Department of Labor, for approximately 100 young people—high school juniors, for the most part—who came to Washington from many places in the United States. The program was operated by three sponsors for three ethnic groups: Spanish-Speaking, Black, and Native Americans. Although the specific objectives of the operating sponsors varied to some extent, each had goals related to helping interns in their career planning and preparations and in their knowledge of government operations and service. Results indicated that although there were many differences between the programs operated by the three sponsors, interns were nearly unanimous in very high appreciations of the overall usefulness of their experience. Other study results indicated that the experience had been effective in career-

related and knowledge-of-government program goal areas. (Author)

**ED 084 375** CE 000 517

Munger, Paul F. And Others

**Employability Team Interaction Analysis: An Exploratory Study, Stage III.**

Indiana Univ. Foundation, Bloomington.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—METRO-02

Pub Date Nov 71

Note—930p.; Portions not legible

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 074, MF \$1.45, HC \$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Employment, Ethnic Groups, Group Behavior, \*Group Dynamics, Interpersonal Relationship, \*Job Placement, Manpower Utilization, \*Occupational Guidance, Peer Relationship, Placement, Self Concept, Socioeconomic Status, Teamwork, \*Vocational Development

Identifiers—Employability Development

This report provides information about Employability Development (E.D.) Team member interaction and its effect on enrollees based on a national sample of 31 sites. Findings indicated satisfaction with the E.D. Team approach by both enrollees and team members. Differences among job roles were found in operating philosophy, level of training, and perception of enrollees. Team members evidenced a relatively low frequency of interpersonal interaction behaviors, devalued enrollees in relation to themselves and to other team members, and favored a supportive role with enrollees. Significant response style differences occurred, but supportive and evaluative were most frequently used. Enrollees were educationally and economically disadvantaged. They gave more favorable ratings to the E.D. Teams than they gave to themselves. Action is needed in order to improve enrollee self concept, particularly as enrollee self concept was found to be highly related to satisfaction with the program. Cohesion was strongest in teams characterized by four members, race and sex similarity, and low levels of leader power. Leadership should be functional rather than administrative. (Author)

**ED 084 376** CE 000 518

Juhl, Rolf

**Training of Fishermen for the Tuna Industry.**

Puerto Rico State Dept. of Agriculture, San Juan.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Marine Fisheries Service.

Pub Date Oct 69

Note—3p.

Available from—National Technical Information Service, Springfield, VA 22151 (COM 73 11161, MF \$1.45, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—Boatmen, \*Educational Needs, Employment Opportunities, \*Fisheries, Food, Job Training, \*Manpower Needs, Recruitment, Seafood, \*Seamen, Semiskilled Occupations, Training Objectives

Identifiers—\*Fishermen, Puerto Rico

The report concerns a failure to train fishermen for the Puerto Rico tuna industry. The objectives were to train fishermen for the purpose of replacing foreign crews aboard tuna vessels and create a cadre of local fishermen with experience in high seas commercial fisheries. The failure appears to be associated with the lack of adequate berthing facilities and insufficient recruiting time. (Author)

**ED 084 377** 95 CE 000 528

**Development of a Pilot Career Cluster Curriculum for All Students in a College Preparatory Oriented High School. Final Report. Part I: Curriculum Development.**

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 31 Jul 73

Contract—OEC-0-72-4844

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, Community Resources, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, Curricu-

lum Planning, \*High School Curriculum, Internship Programs, Marine Biology, Occupational Clusters, \*Participant Satisfaction, \*Relevance (Education), School Community Cooperation, Units of Study (Subject Fields)

In developing a program to assist the individual student to plan a goal-oriented program and increase his opportunities both to select courses moving him toward his personal goals and to use the community resources as supplemental educational experiences, the Winston Churchill High School designed a Career Cluster Curriculum Project, the first phase of which ran from July 1, 1972, to June 30, 1973. During that pilot year, it was decided to assess the present curriculum, to strengthen the career counseling component of the school program, to develop two illustrative mini-courses, and to add in-school programs and/or develop out-of-school placements enabling students to explore career interests in functional settings. The student interns, a sampling of their parents and employers and career advisors were asked for their attitudes toward the program at its conclusion. It was concluded that the responses were sufficiently encouraging to continue with the second phase of the program: expansion of mini-courses offered and internship placements. The third phase, planned for 1974-75, draws to completion various aspects of the program. (Among the seven appendices, two are course outlines for the illustrative mini-courses.) (AG)

**ED 084 378** CE 000 529

Harris, Alma F. McCormick, Ernest J.

**The Analysis of Rates of Naval Compensation by the Use of a Structured Job Analysis Procedure.**  
Purdue Univ., Lafayette, Ind. Occupational Research Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-3

Pub Date Sep 73

Note—113p.; For related document, see CE 000 530

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Behavior Standards, \*Comparative Analysis, Enlisted Men, Factor Analysis, \*Job Analysis, \*Military Personnel, Questionnaires, Rating Scales, \*Salary Differentials, Wages

Identifiers—United States Navy

The study deals with the experimental application of a structured job analysis procedure to enlisted and officer billets in the Navy, with particular reference to its potential use in relating naval compensation for billet incumbents to compensation for civilian jobs with similar characteristics, and in assessing its utility for allocating naval billets to pay grades. The Position Analysis Questionnaire was used to analyze 607 enlisted and 249 officer billets in the study. Comparisons made between the naval compensation for the billet incumbents and the civilian job values revealed that naval compensation was systematically and substantially lower than civilian employees compensation on jobs with corresponding characteristics. An analysis of PAQ data as the potential basis for the allocation of billets as pay grades reflected reasonable promise for such use in the case of enlisted billets, but not in the case of officer billets. (Author/AG)

**ED 084 379** CE 000 530

Pritchard, Robert D. Peters, Lawrence H.

**The Relationship Between Structured Job Analysis Information, Interests, and Job Satisfaction. Final Report.**

Purdue Univ., Lafayette, Ind. Dept. of Psychological Sciences.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Aug 73

Note—95p.; For related document, see CE 000 529

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Enlisted Men, \*Job Analysis, \*Job Satisfaction, Measurement, \*Military Personnel, Occupational Choice, Occupational Information, \*Prediction, Questionnaires, \*Relationship

Identifiers—United States Navy

The present research develops the argument that actual job duties are a significant determinant of job satisfaction, especially intrinsic satisfaction. It is further argued that the degree of fit between job duties and interests in these job

duties should be related to satisfaction. To test these hypotheses, data were collected on job duties (Position Analysis Questionnaire), job interests (Job Activity Preference Questionnaire) and job satisfaction (Minnesota Satisfaction Questionnaire) from 629 naval enlisted personnel on three aircraft carriers and associated air squadrons. The results indicated that satisfaction could be predicted from job duties, and that intrinsic satisfaction was better predicted than was extrinsic satisfaction. Only partial support was given to the hypothesis that discrepancy between interests and job duties could predict satisfaction. (Author)

**ED 084 380** CE 000 531

**Training for Federal Quality Control Review. Instructor's Guide.**

Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Quality Control Management.

Report No.—SRS-74-04008

Pub Date Jul 73

Note—49p.; For related manual, see CE 000 532

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation Methods, Federal Programs, Governmental Structure, Government Employees, \*Program Guides, \*Quality Control, \*Review (Reexamination), Service Workers, \*Social Services, Task Performance, \*Teaching Guides, Training Objectives, \*Training Techniques

Identifiers—\*Federal Quality Control Review

The instructor's guide is a companion document to the training manual, Training for Federal Quality Control Review. It is designed to aid regional training personnel in teaching the contents of the training manual to Federal Quality Control re-reviewers. This guide may also be used to train State staff in the quality control system and review process. The chapters outline job orientation, public assistance, State quality control system, and Federal monitoring. The main body of the guide presents segments of quality control training in three corresponding columns under the headings of topic, resource materials, and methodology. The appendix includes additional resource materials for the instructor. (KP)

**ED 084 381** CE 000 532

**Training for Federal Quality Control Review. Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Quality Control Management.**

Report No.—SRS-74-04007

Pub Date Jul 73

Note—49p.; For related Instructor's Guide, see CE 000 531

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Evaluation Methods, Federal Programs, Governmental Structure, Government Employees, Interviews, \*Manuals, \*Quality Control, \*Review (Reexamination), Service Workers, \*Social Services, Task Performance, Training Objectives, Training Techniques

Identifiers—\*Federal Quality Control Review

The purpose of this manual is to provide a new Federal or State quality control reviewer, with a background and understanding of his job in the Office of Management in the Regional Office of the Social and Rehabilitation Service of the Department of Health, Education, and Welfare. The mission of the Service is to enable certain of America's vulnerable and handicapped people—among which are impoverished families—to move from dependency, alienation, and deprivation toward independence, constructive contributions to society, and the realization of their individual potentials. The chapters in this manual outline an overview and background of the quality control system, State public assistance plans, State quality control case review process, the Federal quality control re-review process, guidelines on sources of verification for field review, interviewing techniques in quality control, worksheets and sample cases, and summary suggestions. Appendixes include information concerning frequently asked questions, abbreviations, and exercises. A companion document, Training for Federal Quality Control Review: Instructors Guide, supplements the training of reviewers. (KP)

**ED 084 382** CE 000 533

Bayhille, J. E., Ed. Hersleb, A., Ed.

**The Development of Electronic Data Processing in Manpower Areas: A Comparative Study of Personnel Information Systems and their Implications in Six European Countries.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—366p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 (\$8.50)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Case Studies, Data Bases, Data Processing, \*Economic Research, \*Electronic Data Processing, Information Processing, Information Systems, \*Manpower Utilization, \*Personnel Data, Personnel Management, Questionnaires

Usable data about human resources in the economy are fundamentally important, but present methods of obtaining, organizing, and using such information are increasingly unsatisfactory. The application of electronic data processing to manpower and social concerns should be improved and increased. This could stimulate closer exchange between government, institutions, and business enterprises in the collection and dissemination of manpower data. The first phase of the study was a broad-scope questionnaire of 38 companies in Austria, France, Germany, Great Britain, Sweden, and Switzerland which have developed, or are planning to develop, computer-based personnel information systems. The second phase consisted of depth study of eight of the companies. Case study investigations were concerned with the content and function of the system and with the administrative and personnel consequences of the introduction of such systems. A set of key points which emerged from the study is developed. A model demonstrates the need for coordination to increase communication vertically and horizontally. The questionnaires used and statistics analyzed are included. (MS)

**ED 084 383** CE 000 536

Karman, Felice J.

**Women: Personal and Environmental Factors in Role Identification and Career Choices.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Report No.—CSE-89

Pub Date Aug 73

Note—60p.; Based on Ed.D. Dissertation, University of California, Los Angeles

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Choice, Career Opportunities, \*Females, Feminism, \*Role Conflict, \*Role Perception, Sex Differences, Sex Discrimination, \*Stereotypes, Working Women

The study identifies characteristics of young women who, in their occupational choices, do not conform to the traditionally expected female role. Differences are examined in home and family background, personality characteristics, values and attitudes, educational achievement and aptitude, and educational experiences between those women who elect to pursue stereotypic feminine careers and those who plan to choose stereotypic masculine careers. The investigation utilizes questionnaires gathered in the College Student Survey by the Center for the Study of Evaluation in 1968-69. It consists of upperclassman women in 38 schools who are divided into two groups—the smaller (101 respondents) called "nontraditionalists" because of their intended careers and the larger group of 1,537—reduced by random selection to 321—called "traditionalists." Stepwise multiple regression analysis identified predictor variables descriptive of nontraditionalists. However, only approximately 29 percent of the variance was accounted for. Implications of these indicators in terms of role conflict and role congruence are discussed with emphasis on their import to the counselor. It is concluded that sex status appears to be a salient factor in woman's career choice. (MS)

**ED 084 384** CE 000 539

Hooper, Everett E.

**Management of the Basic Level Noncommissioned Officers Education System (NCOES).**

Army War Coll., Carlisle Barracks, Pa.

Pub Date 29 Dec 71

Note—34p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 788, MF \$1.45, HC \$3.75)

Document Not Available from EDRS.

Descriptors—Enlisted Men, Management Education, \*Military Personnel, \*Military Training, \*Officer Personnel, Personnel Management

The objective of the basic level NCOES is to prepare selected enlisted personnel in grade E-4 and E-5 to perform duties as noncommissioned officers in grades E-5 and E-6. The major difficulty with the present program is an effective procurement system. HQ CONARC has placed great emphasis on the program and has recognized and addressed many problem areas. The report addresses these areas and makes recommendations. (Author)

**ED 084 385**

CE 000 540

Ramsey, Frank A.

**Current Reasons Why Veterinary Corps Officers Choose a Regular Army Career.**

Army War Coll., Carlisle Barracks, Pa.

Pub Date 28 Feb 72

Note—48p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 756, MF \$1.45, HC \$4.50)

Document Not Available from EDRS.

Descriptors—\*Job Satisfaction, Medical Services, \*Military Personnel, Occupational Surveys, Personnel Management, \*Veterinary Medicine

Identifiers—\*Army

The purpose of the study is to determine the current reasons why Veterinary Corps officers choose a Regular Army career. Information and data were gathered using a questionnaire which was sent to all officers who have entered the Veterinary Corps-Regular Army since 1965. The five main reasons determined were: the opportunity for further training at Army expense, a liking for the Army and military life, retirement benefits after a 20-plus year career, opportunities to do research, and other financial rewards. (Author)

**ED 084 386**

CE 000 541

Knox, Edith V.

**A Study to Determine a Pattern of Identifiable Factors that Contribute to Longevity of Tenure of Nurses at Baptist Memorial Hospital, Memphis, Tennessee.**

Pub Date 19 Aug 72

Note—46p.; Masters Thesis, Baylor University

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 824, MF \$1.45, HC \$4.50)

Document Not Available from EDRS.

Descriptors—\*Hospital Personnel, Job Satisfaction, \*Job Tenure, Masters Theses, \*Nurses, Nursing, Occupational Surveys, Salaries

The methods chosen for the study entailed a survey using questionnaires for those nurses presently employed and a review of personnel records of those who had terminated employment. The research indicated that of the 189 nurses who responded to the questionnaire, eighty-five stated salary was the most important reason for remaining in their present employment. High standards of patient care and work satisfaction were second and third respectively. In ranking selected factors considered important in retaining nurses in general, there was a correlation between age, length of employment and factors selected. The factors ranked highest by the overall group were standards of nursing care, interesting work, and salary in that order. (Author)

**ED 084 387**

CE 000 542

Hopkins, Charles O.

**Enhancement of Human Effectiveness in System Design, Training, and Operation. Annual Progress Report; 1 July 1972-30 June 1973.**

Illinois Univ., Urbana. Savoy Aviation Research Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-1253; ARL-73-14

AFOSR-73-9

Pub Date Jul 73

Note—35p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 761, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Flight Training, \*Human Engineering, Radar, Systems Approach, \*Systems Development

Identifiers—\*Air Force

The research reported consists of eight tasks, four concerned with manned systems research and four with human resources research. Although each task is basic in the sense that it seeks results of a broadly generalizable nature, each is specifically relevant to one or more well-

known and long-standing Air Force problems. (Author)

**ED 084 388** CE 000 543  
Swanson, Richard M.

**Work Release: Toward an Understanding of the Law, Policy, and Operation of Community-Based State Corrections, Volume I. Final Report.**

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 1 Jun 73

Note—157p.; For volume II, see CE000544; Portions of this document not fully legible

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 309, MF \$1.45, HC \$4.75. Also available for \$9.00 per set of 2 reports as PB 222 308-SET)

**Document Not Available from EDRS.**

Descriptors—Community Involvement, \*Correctional Rehabilitation, \*Corrective Institutions, Criminals, Criminology, Laws, National Surveys, Occupational Guidance, Prisoners, Questionnaires, \*State Laws

Identifiers—\*Work Release

The document reports the results of the Work Release-Manpower Study in two volumes. Volume I describes the efforts to develop a framework on which to conceptualize the understanding of work release and the variables that influence the effectiveness of the operation of community corrections. The framework was used to assess this influence in 50 work release centers in four states and the District of Columbia; additional data were gathered from a national mailed questionnaire survey. (Author)

**ED 084 389** CE 000 544  
Swanson, Richard M.

**Work Release: Toward an Understanding of the Law, Policy, and Operation of Community-Based State Corrections, Vol. II. Technical Reports and Appendices. Final Report.**

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 1 Jun 73

Note—215p.; For volume I, see CE000543; Portions of this document not fully legible

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 310, MF \$1.45, HC \$5.50. Also available for \$9.00 per set of 2 reports as PB 222 308-SET)

**Document Not Available from EDRS.**

Descriptors—Community Involvement, \*Correctional Rehabilitation, \*Corrective Institutions, Criminals, Criminology, Laws, National Surveys, Occupational Guidance, Prisoners, Questionnaires, \*State Laws

Identifiers—\*Work Release

The report contains technical reports describing the establishment of procedures and detailed results of the State-by-State national survey. (Author)

**ED 084 390** CE 000 545  
Habermehl, Robert N.

**Career Officer Education in the 70's—A New Look.**

Army War Coll., Carlisle Barracks, Pa.

Pub Date 22 Dec 71

Note—20p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 765 612, MF \$1.45, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—\*Correspondence Courses, Individual Power, Literature Reviews, Military Personnel, \*Military Training, \*Officer Personnel

Identifiers—\*Army

The current career officer education system is examined from the branch officer basic course through the war college level. An alternative system is proposed that would require a much higher level of initiative by the individual and a much smaller investment in manpower and facilities by the Army while accomplishing the same basic objectives. Data were gathered by literature search and derived from personal experiences.

The proposed system which places essentially all education after the basic officer course on a correspondence basis with brief resident sessions would greatly reduce the fifteen to twenty-five percent of the duty time that a career officer spends as a student during the first twenty years of service. (Author)

**ED 084 391** CE 000 546  
Edmonds, Maurice O.

**An Examination of Factors Relating to Retention of United States Military Academy Graduates.**

Army War Coll., Carlisle Barracks, Pa.

Pub Date 28 Feb 72

Note—30p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 765 628, MF \$1.45, HC \$3.50)

**Document Not Available from EDRS.**

Descriptors—\*Job Satisfaction, \*Job Tenure, \*Military Personnel, Military Schools, Military Training, Motivation, \*Officer Personnel, Personnel Management

Identifiers—\*Army

Graduates of the United States Military Academy, who received concentrated professional and motivational training, have served traditionally as the backbone of the United States Officer Corps. The fact that numbers of these graduates resign after completing their service obligation deserves special attention. Factors influencing graduates to resign were identified. (Author)

**ED 084 392** CE 000 547  
Dubin, Robert And Others

**Central Life Interests and Job Satisfaction.**

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-17

Pub Date Jul 73

Note—22p.; NTIS cites the author's name erroneously as Dublin; See also CE 000 051 and CE 000 054

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 626, MF \$1.45, HC \$2.75)

**Document Not Available from EDRS.**

Descriptors—Interests, \*Job Satisfaction, Motivation, Personnel Management, Statistical Analysis, Wages, \*Work Attitudes, \*Work Environment

Identifiers—Central Life Interests

Data on central life interests (CLI) and five aspects of job satisfaction were obtained in a sample of blue-collar males and two samples of clerical females. Both a multiple discriminant analysis and a bivariate analysis were performed. The results of these analyses showed that central life interest was significantly related to the total set of job satisfaction measures in two of the three samples. Job-oriented workers had the highest overall job satisfaction and non job-oriented workers had the lowest. Workers with no preference in central life interests had a level of satisfaction midway between the other two groups. Satisfaction with the work itself had the strongest relationship to CLI orientation. Workers of all orientations were found to be consistently low in satisfaction with pay scale (the samples being drawn from low wage industries). Implications of these results with respect to the evaluation of work environments are discussed. (Author)

**ED 084 393** CE 000 548  
Broadening the Recruiting Market.

Central All-Volunteer Force Task Force, Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).

Pub Date Nov 72

Note—186p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 764 524, MF \$1.45, HC \$5.25)

**Document Not Available from EDRS.**

Descriptors—\*Armed Forces, Enlisted Men, \*Military Service, National Defense, \*Recruitment, \*Volunteers

Identifiers—All Volunteer Armed Forces

The purpose of the study is to broaden the enlisted recruiting market, especially for high school graduates and describe measures to complete or

expedite actions initiated by ASD (M and RA) (Assistant Secretary of Defense Manpower and Reserve Affairs) and the military services and to take additional actions to enhance recruiting. (Author)

**ED 084 394** CE 000 549  
CIRF Abstracts, Volume 12.

International Labour Office, Geneva (Switzerland).

Pub Date Feb 73

Note—306p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Abstracts, Educational Programs, Foreign Countries, Human Resources, International Organizations, \*International Programs, \*Job Training, Management Systems, Manpower Development, Publications, Training, \*Vocational Education

The aim of the CIRF abstracts is to convey information about vocational training ideas, programs, experience, and experiments described in periodicals, books, and other publications and relating to operative personnel, supervisors, and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilization (manpower planning and organization, general and technical education, management development) insofar as they are related to and have implications for vocational training. (Author)

**ED 084 395** CE 000 550  
Directory of Schools Approved for Veterans.

New York State Education Dept., Albany. Bureau of Veterans Education.

Pub Date 1 Jan 73

Note—140p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adult Education, \*Directories, Post Secondary Education, Veterans, \*Veterans Education, \*Vocational Schools, Vocational Training Centers

Identifiers—\*New York State

The directory gives name, address, and course offerings of 1,413 schools in New York State which have been approved for the training of veterans, servicemen, and eligible dependents under Title 38, United States Code, as of January 1, 1973. The index is compiled alphabetically with reference numbers assigned for correlation with the course index. (MS)

**ED 084 396** CE 000 551  
Training Needs in Gerontology. Hearings, Special Committee on Aging, United States Senate. Part 1.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date 19 Jun 73

Note—98p.; For part 2 see CE 000 552; Ninety-third Congress, first session

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5270-02052, \$0.90)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Federal Aid, Federal Government, Financial Support, \*Geriatrics, \*Government Role, Human Services, Older Adults, Senior Citizens, Trainers, \*Training

Two days of hearings on training needs in gerontology were opened by Senator Lawton Chiles. Statements were made by Senators Frank Church, Harrison A. Williams, Jr., Jennings Randolph, and Edward Kennedy. Witnesses for the first day were J. E. Wilson, III, with George Ebra and Maeve H. Foster; Walter M. Beattie; Percil Stanford; Clavin Fields with Raymond Briscoe and JoAnnette David. (MS)

**ED 084 397** CE 000 552  
Training Needs in Gerontology. Hearings, Special Committee on Aging, United States Senate. Part 2.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date 21 Jun 73

Note—79p.; For part 1 see CE 000 551; Ninety-third Congress, first session

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5270-02053, \$0.70)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Federal Aid, Federal Government, Financial Support, \*Geriatrics, \*Government Role, Human Services, Older Adults, Senior Citizens, Trainers, \*Training



At the second day of hearings on training needs in gerontology the witnesses were Stephen Kurzman accompanied by Arthur S. Flemming, John Lapp, Gerald D. LaVeck; George Maddox; Elias Cohen; Wilma Donahue; Brin Hawkins with Lettie Graves and Yolanda Owens; and John B. Martin. (MS)

**ED 084 398** CE 000 553

Fischer, Joseph. *Messier, Joseph*  
**Building Maintenance Syllabus.**  
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.  
Pub Date 73  
Note—68p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Building Equipment, \*Building Operation, \*Buildings, Building Trades, \*Curriculum Guides, \*Instructional Materials, \*Maintenance, Secondary Education, Secondary Grades, State Curriculum Guides  
Building maintenance is a basic two-year trade education course requiring 2 1/2 hours of study on each of 160 teaching days per year. Student abilities should range from those capable of the simplest custodial work to those who may eventually be superintendents of building complexes. The syllabus is organized in sections by traditional skills groupings (custodial services, grounds maintenance, redecorating, carpentry, masonry, electricity, plumbing, climate control, drawings and specifications, bookkeeping and estimating). A two-column format lists course content with suggested audiovisuals and methodology. Appended are lists of texts, references, and audiovisuals; a source directory; and a list of tools and equipment considered to be the minimum necessary for a class group of 20 students. (MS)

**ED 084 399** CE 000 554

Maurer, Nelson S.  
**Automatic Transmission Services; An Instructor's Guide for a Program in Trade and Technical Education.**  
New York State Education Dept., Albany.  
Pub Date [73]  
Note—60p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Auto Mechanics, \*Auto Mechanics (Occupation), Community Colleges, \*Curriculum Guides, Motor Vehicles, Secondary Education, Skilled Workers, State Curriculum Guides, Technical Education, \*Trade and Industrial Education

The curriculum guide is designed to prepare students for employment in a specialized area of automotive services. Units are presented in a sequence which may be altered or shortened if trainee needs, time, or funds require. Methods and materials to enrich the course are suggested. General objectives for each unit are stated in terms of performance activities. Minimum proficiency should be what is necessary for entry employment in the area of automatic transmission services. The left-hand column of each unit contains a suggested topical outline; the right-hand column gives related factual information, as well as suggested teaching techniques and page references for selected textbooks. Topics for discussion and a sample final examination are provided. Old Ford or Chrysler transmissions are suggested because the skills learned from them can be transferred to current models. Instructors are advised that local dealers will often donate service instructional materials and discarded equipment. A glossary and bibliography are included. (MS)

**ED 084 400** CE 000 555

**Rhode Island State Plan for Adult Basic Education. Long Range and Annual Program Plan, 1973-74.**  
Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.  
Pub Date Sep 73  
Note—55p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Basic Education, \*Adult Education, \*Adult Learning, Educational Finance, Objectives, Program Evaluation, State Boards of Education, \*State Programs, \*State Surveys, Statewide Planning  
Identifiers—\*Rhode Island

The long range goal of the Rhode Island Adult Education program is to encourage the establishment of programs to enable all adults sixteen years and older to continue their education through secondary school and to secure training

to make them more employable, productive, and responsible citizens. The State Adult Education Staff Development Plan provides pre-service and in-service training for teachers and teacher aids. Priorities and objectives are outlined. A survey of adult learning needs indicates that in fiscal year 1973 two percent of the 308,215 undereducated adults in the State are presently being served by the public schools of Rhode Island. Available resources (facilities, personnel, fiscal, advisory councils) are analyzed. A set of thirteen specific objectives has been drawn up. An evaluation of program practices and needs assessment was performed in 1973 through separate surveys of directors, teachers, students, and dropouts; the surveys themselves and findings resulting from them are described in terms of implications for redirection of the Rhode Island Adult Basic Education program in 1974. A final section of the report covers procedures and forms for application to the State Board for grants and contracts. (MS)

**ED 084 401** CE 000 557

**Vocational Education: Staff Development Priorities for the 70's; A Summary.**  
National Advisory Council on Education Professions Development, Washington, D.C.  
Pub Date [Jan 73]

Note—17p.; See full report ED 084 240

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Needs, Educational Programs, Federal Legislation, Health Occupations Education, Manpower Needs, \*Personnel Needs, Regional Programs, \*Trade and Industrial Education, Vocational Counseling, \*Vocational Education, \*Vocational Education Teachers

The original report on professional educators in vocational education is summarized briefly and the twelve recommendations are reported in full. They cover (1) State prerequisites for Federal funding, (2) interstate professional development programs, (3) active identification and recruitment of prospective vocational instructors from minority groups, (4) program expansion to encourage geographic dispersion, (5) more active liaison between vocational educators and professional administrator groups, (6) development of programs to train manpower planners for State and local government, (7) in-service seminars for State education personnel, (8) national, State, and regional studies of needs funded through Section 503a of the Education Professions Development Act, (9) a national study of currently employed vocational educators, (10) more emphasis on baccalaureate programs in shortage fields, (11) encouragement of development of flexible instructional materials, (12) coordinated efforts to meet the critical health occupations instructor need. (MS)

**ED 084 402** CE 000 558

Shelnutt, Morris W.  
**A Plan for the DeKalb County Extension Outdoor Living Sciences Laboratory. DeKalb County, Georgia.**  
Pub Date Mar 73  
Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Blind, \*Curriculum Development, Educable Mentally Handicapped, \*Environmental Education, Farm Visits, Genetics, \*Outdoor Education, Physically Handicapped, \*Planning (Facilities), Program Evaluation, Program Planning, Unit Plan

Innovative methods are outlined for developing an outdoor farm site, which would serve as a tangible educational facility, in an urban county. Although such a facility would primarily serve an extension youth program, the environmental instruction would benefit citizens of all ages in grasping a better understanding of man's relationship to the natural environment. Such a facility would provide an ideal atmosphere to demonstrate projects relating to a farm and the urban setting and to teach environmental sciences and ecology. Facility plans and proposed costs of the farm project during its preparation and after its programs are underway have been included. Courses included in the curriculum are: The Farm and You, The Farmer and the Farm, Introduction to Genetics, Reproductive Systems, Special Programs for Physically Handicapped (Blind, Wheelchair Patient) and Educable Mentally Handicapped, Environment and Outdoor Appreciation. Processes for the evaluation and modification of programs are also included. (EA)

**ED 084 403** CE 000 559

**A Report to the Ohio Board of Regents: Extended Learning Program.**  
Ohio Univ., Athens.  
Pub Date Jun 73  
Note—108p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Counseling, \*Adult Education Programs, Adult Learning, Adult Programs, Adult Students, \*Continuous Learning, Correspondence Study, \*Demonstration Programs, Educational Finance, Independent Study, Individual Counseling, Individualized Instruction, Interinstitutional Cooperation, Special Degree Programs, \*Student Characteristics  
Identifiers—\*Extended Learning Program

An overwhelming response to the model Extended Learning Programs in the greater Cleveland area and in southeastern Ohio, under the leadership of Ohio University, has indicated that there is a sizeable group of adults with interrupted college programs and unfulfilled career plans whose unique needs were not or could not be met by existing programs of higher education. The program has placed much emphasis on individualized counseling and has recognized the uniqueness of circumstances and aspirations of each student. The report reviews the organization of the project and the necessary procedures for communication and public relations. One section provides a student profile, compiled from questionnaires, of information about people who applied to the program. Other sections describe the course and credit possibilities presently available to extended learning students, counseling and referral process, types of degree programs conducive to independent study approaches, faculty, inter-institutional cooperation, and financing. Also included is an appendix of case studies of four students. (EA)

**ED 084 404** CE 000 560

Pierson, William W. Scheel, Jean W.  
**Accountability Practice in Adult Education. A Survey Among Its Membership Sponsored by the Northwest Adult Education Association.**  
Northwest Adult Education Association.  
Spons Agency—Northwest Regional Educational Lab., Portland, Oreg.  
Pub Date Sep 73  
Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Education, \*Educational Accountability, \*Surveys

In 1973, the Northwest Adult Education Association distributed a questionnaire to the membership requesting information about accountability practices in the institutions represented. The survey format was open-ended, which facilitated diversity in the responses. Returns were categorized by types of institutions: Adult Education Training Centers, Non-Academic Associations, Community Colleges, Cooperative Extension Services, Libraries, Proprietary Enterprises, School Districts, University Extensions, and the U. S. Air Force. The findings of the survey are summarized and responses condensed with relation to various aspects of accountability. Many of the agencies included with their responses sample materials illustrating various procedures used, some of which are included in the appendices, together with the questionnaire used. (KP)

**ED 084 405** CE 000 561

**Summary of Recommendations for Vocational-Technical Education in South Dakota.**  
South Dakota State Advisory Council on Vocational and Technical Education, Pierre.  
Spons Agency—South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.  
Pub Date 70  
Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Area Vocational Schools, Consumer Education, Cooperative Education, Curriculum Development, Disadvantaged Groups, \*Educational Objectives, Facility Improvement, Handicapped Students, Homemaking Education, Instructional Improvement, \*School Administration, School Supervision, Teacher Education, \*Technical Education

Recommendations are included for area vocational-technical schools covering aspects of administration, curriculum, instruction, student factors, advisory committees, and physical plant.

Other recommendations on the outcomes of the 1970 vocational education objectives include programs for the areas of secondary school, post-secondary, adult, disadvantaged, handicapped, consumer and homemaking education, cooperative education, and teacher education. Recommendations concerning State-level administration and supervision also are included. (EA)

**ED 084 406** CE 000 568

Andrisani, Paul James

An Empirical Analysis of the Dual Labor Market Theory.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-37-70-18

Pub Date May 73

Note—158p.; Ph.D. Dissertation, Ohio State University

Available from—National Technical Information Service, Springfield, Va. 22151 (HC \$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Doctoral Theses, Employer Attitudes, \*Employer Employee Relationship, Employment Opportunities, Entry Workers, \*Labor Market, \*Males, Manpower Utilization, Occupational Mobility, \*Promotion (Occupational), Racial Discrimination, Salary Differences, Wages, Youth, \*Youth Employment Identifiers—\*Dual Labor Market Theory

This study focuses upon the process of labor market entry of male youth in the context of the dual labor market theory. Essentially, the dual market theory contends that a large body of workers is involuntarily confined to substandard jobs in a "secondary" labor market which is separated from the mainstream, or "primary" sector by impenetrable boundaries imposed by institutionalized discrimination. Briefly, the study finds a substantial amount of upward mobility from time of first job to 1968—a period ranging from 2 to 10 years. Nonetheless, entry into and confinement within the secondary sector cannot be consistently explained solely in terms of deficiencies in aggregate demand, human capital, or motivation. Moreover, the evidence also suggests the existence of discrimination against blacks in terms of earnings. (Author)

**ED 084 407** CE 000 574

Industrial Education. Condensed Final Task Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date May 70

Note—31p.

Available from—Ohio Department of Education, Division of Research, Planning, and Development, Columbus, OH 43215

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Development, Educational Objectives, Employment Opportunities, Legislation, Manpower Needs, \*State Surveys, \*Statewide Planning, \*Vocational Education, Vocational Education Teachers

Identifiers—Ohio

The purposes of the research reported were (1) to determine future needs in Ohio for vocational education and (2) to develop useful planning information related to vocational education. The first section, Paradoxes in the Educational System, provides the reader with an understanding of the complexity involved in developing useful planning information. The second section is a description of vocational education and related legislation in Ohio. The third presents the options open to a high school graduate, emphasizing the importance of early decision making. The fourth section outlines some of the principal concerns related to the improvement of vocational education curricula. Section five addresses the need for keeping vocational programs in line with realistic employment expectations. The final section presents conclusions and recommendations for curriculum development and evaluation, guidance and counseling, staff education and training, job placement, communication with the public, institutional organization, and system considerations. (MS)

**ED 084 408** CE 000 579

Industrial Education Safety Instructional Guide.

Hawaii State Dept. of Education, Honolulu.

Report No.—TAC-73-5890

Pub Date [73]

Note—200p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Accident Prevention, \*Industrial Education, Laboratory Safety, \*Safety, \*Safety Education, Safety Equipment, School Safety, State Programs

The guide was designed to provide basic information for administrators, teachers, students, and related personnel to develop new safety programs and to improve existing programs in Hawaii public schools. The loose-leaf format permits later upgrading and changes. The basic components of the program are the teacher, student, facility, and equipment. The guide is illustrated with diagrams, drawings, and photographs throughout and is primarily arranged in outline form. A bibliography and appendices of policies, forms, films, and Red Cross visualizations are added. (MS)

**ED 084 409** 95 CE 000 580

Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities. Final Report: Models for Secondary Career Education in Iowa. Final Report: Final Report Addendum.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—V26103L; V26104L

Pub Date 3 Feb 73

Grant—OEG-0-71-0922

Note—112p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Career Education, \*Curriculum Development, \*Elementary Education, Inservice Teacher Education, Models, Occupational Guidance, \*Program Evaluation, Program Guides, \*Secondary Education, Vocational Counseling

Three distinct concepts are included in the report and addendum. The report itself documents two projects conducted under an Office of Education grant. The addendum is a four-page report of the research grant expenditures. The first report, "Unifying a Career Development Theme..." covers the five goals of the study conducted in Mason City, Iowa, from February 4, 1972 to February 3, 1973, the procedures used, and its results. It was concluded that the study must proceed from career education awareness to implementation of the awareness in the instructional program. In seven pages the body of the report details the execution of the study. It is followed by a 20-page evaluation report conducted by a third party evaluation team which directed their comments to the project's setting, purpose, degree of community involvement, administration, and materials used. The second report, "Models..." covers the same time period but includes seven secondary schools in Iowa as the sites for career education models. The project was directed toward career awareness, accommodation, and exploration. How this was attempted and the scope of its success are topics discussed in the eighteen-page report. Appended to the reports is a guide for a career education program at the elementary level. It consists of three units subdivided by concepts, goals, and activities by academic areas. (AG)

**ED 084 410** CE 000 581

Harris, E. Edward

A Study of Demand and Factors Related to the Improvement of Occupational Education Personnel Development Programs in the State of Illinois.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Jun 73

Note—195p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Inservice Teacher Education, \*Personnel Data, Personnel Needs, \*Personnel Policy, Personnel Selection, Recruitment, \*State Surveys, Statistical Data, Statistical Surveys, Tables (Data), \*Vocational Education Teachers

Identifiers—\*Illinois

This report of selected statistical data on various factors pertaining to occupational education in Illinois was compiled after a Vocational Education Study Committee of seventeen members as-

signed the task of developing a master plan for the preparation of personnel in occupational education discovered that the lack of necessary information made their task impossible. Five subcommittees were appointed to gather such information, this report being the result of the work of one of the subcommittees. Data were gathered from public secondary schools, public community colleges, and area vocational centers pertaining to personnel, recruitment policy, preservice and inservice teacher education programs, hiring policy, sources of personnel, utilization of teacher education institutions in various contexts, and related data. The results are compiled and presented in the form of 69 tables, but in the interest of early availability of the statistics, no interpretation or narrative description of the findings is provided. Recommendations for goals, objectives, and strategies are included. There are appendices providing the survey form and follow-up letter and lists of secondary schools and junior colleges responding and not responding. (AG)

**ED 084 411** CE 000 582

Dickinson, Terry L. Wijting, Jan P.

An Analysis of Workers' Attitudes Toward the 4-Day, 40-Hour Workweek.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Report No.—WP-73-05

Pub Date [71]

Note—19p.

Available from—Director, Industrial Relations Center, 280 East Hall, Iowa State University, Ames, Iowa 50010

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Employee Attitudes, \*Job Satisfaction, Organizational Climate, Sex Differences, \*Work Attitudes, Work Environment, \*Working Hours

Employees' attitudes toward a proposed 4-day, 40-hour workweek were examined relative to job and worker variables, expectations about the new workweek schedule, and job-aspect satisfactions. Employees classified by their sex, work shifts, wage schedules, and sex and work shifts differed significantly in their attitudes toward the 4-day, 40-hour week over the advantages and disadvantages they expected to result from the revised workweek. Except for pay and promotions, satisfaction with job aspects was not significantly correlated with preference for the proposed workweek. The importance to firms of first assessing and planning to deal with employees' expectations in relations to the 4-day, 40-hour week is discussed. (Author)

**ED 084 412** CE 000 585

Bailey, Larry J.

Career Development for Children Project. Final Report.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Career Development for Children Project.

Pub Date 31 Aug 73

Note—106p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Career Education, \*Curriculum Development, \*Elementary School Curriculum, Instructional Materials, Junior High School Students, Program Evaluation, Projects, \*Vocational Development

Identifiers—\*Career Development for Children Project

The primary purpose of the project was to develop experimental career development curriculum materials for elementary and junior high school students. Supporting aims were to develop a logical-theoretical paradigm and comprehensive, organized curriculum framework. Behavioral descriptions were designed to encompass the "developmental tasks" of career development at various age levels, deducing general and specific performance objectives at each developmental level, and designing learning experiences to enable each individual to successfully cope with the demands of each career developmental task. A teacher's guide containing five instructional units and separate instructional materials and activities were developed for each grade. Technical reports and descriptive materials documenting the project's theoretical orientation were developed. (See ED 060 198 for related document.) Commercial versions of curriculum materials for grades 1-3 are being prepared. (Author/MS)



**ED 084 413** CE 000 586

Wilder, Dee, Comp. And Others  
Annotated Bibliography on Career Education. For  
Secondary Educators.

Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Pub Date [73]

Note—78p.; For related documents, see CE 000 587 and CE 000 588, Bibliography Series 2

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*Career Education, Counseling, \*Curriculum, Disadvantaged Groups, Elementary Education, Guidance, Junior High Schools, Library Reference Services, Models, \*Secondary Education

The material presented within this revised and updated annotated bibliography will be useful to educators who wish to become familiar with the career education concept and to integrate it into the existing school curricula. Listings are grouped under seven headings: Models and Guidelines, Elementary Level, Middle School and Junior High Level, Secondary Level, Guidance and Counseling, Disadvantaged, and Background References. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for postsecondary educators and administrators also are available as part of this series.) (EA)

**ED 084 414** CE 000 587

Wilder, Dee, Comp. And Others  
Annotated Bibliography On Career Education.  
For Postsecondary Educators.

Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Pub Date [73]

Note—33p.; For related documents, see CE 000 586 and CE 000 588, Bibliography Series 2

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*Career Education, \*Curriculum, Library Reference Services, Models, \*Post Secondary Education

The material presented within this revised and updated annotated bibliography will be useful to educators who wish to become familiar with the career education concept and to integrate it into the existing curricula. Listings are grouped under three main headings: Models and Guidelines, Postsecondary Level, and Background References. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for secondary educators and administrators also are available as part of this series.) (EA)

**ED 084 415** CE 000 588

Wilder, Dee, Comp. And Others  
Annotated Bibliography on Career Education. For  
Administrators.

Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Pub Date [73]

Note—83p.; For related documents, see CE 000 586 and CE 000 587, Bibliography Series 2

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*Career Education, Counseling, \*Curriculum, Disadvantaged Groups, \*Educational Administration, Elementary Education, Guidance, Junior High Schools, Library Reference Services, Models, Post Secondary Education, School Administration, Secondary Education

The material presented within this revised and updated annotated bibliography will be useful to administrators who are interested in becoming familiar with the career education concept and in attempting to integrate it into the existing school curricula. Listings are grouped under eight main headings: Models and Guidelines; Elementary Level, Middle School and Junior High Level, Secondary Level, Guidance and Counseling, Disadvantaged, Background References, and Postsecondary Level. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for postsecondary and secondary educators also are available as part of this series.) (EA)

**ED 084 416** CE 000 589

Webb, Earl S. Kruse, Robert F.  
An Assessment of Selected Aspects of the Pre-Employment Program in Farm Machinery Service and Repair.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date Aug 70

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agricultural Education, Agricultural Engineering, \*Agricultural Machinery, Agricultural Machinery Occupations, \*Farm Mechanics (Occupation), Machine Repairmen, \*Program Evaluation, Questionnaires, Vocational Agriculture, \*Vocational Education Teachers

In an effort to evaluate certain aspects of the pre-employment program in farm machinery service and repair, questionnaires were sent to 39 Texas teachers of the programs. Based on 30 responses (76.92%), the major conclusions were: a majority of the teachers felt they did not have adequate training in farm machinery mechanics; no uniform selection of students for enrollment existed and no aptitude tests were given; the teachers felt the students possessed mechanical aptitude but the most of them were not planning on becoming mechanics. It was also found that close to 30% of the students completing the pre-employment laboratory program were employed as farm machinery mechanics or in closely related occupations. Suggestions were made by the teachers for improving the program by increasing class time, space, tools and equipment, and instructional materials. Support from local implement dealers was judged to be adequate. Five recommendations are made by the author on the basis of the information compiled. The report is intended to inform teachers, teacher educators, and Texas State Department of Education personnel of some of the experiences gained by the program teachers. (AG)

**ED 084 417** CE 000 590

Public Service Benefits From Jobs Under the  
Emergency Employment Act of 1971. Report to  
the Subcommittee on Employment, Manpower,  
and Poverty; Committee on Labor and Public  
Welfare, United States Senate.

Comptroller General of the U.S., Washington,  
D.C.

Pub Date [73]

Note—21p.

Available from—U.S. General Accounting Office,  
Room 6417, 441 G Street, N.W., Washington,  
DC 20548 (B-163922, \$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Employment Opportunities, Federal Aid, \*Federal Legislation, \*Federal Programs, \*Job Development, Longitudinal Studies, Program Evaluation, Public Service Occupations, Service Occupations

Identifiers—\*Emergency Employment Act of 1971

As the seventh in a series of reports resulting from an ongoing review and evaluation of the Department of Labor's implementation of the Emergency Employment Act (EEA) of 1971, the report cites jobs in public service areas provided by EEA funds: law enforcement, education, public works and transportation, health and hospitals, environmental quality, fire protection, parks and recreation, social service, and other areas. About 200,000 public service jobs were established by State and local governments under the Act. In rural areas, the program generally served to provide additional needed public services. In urban areas, the program generally helped to prevent a decrease in city services rather than providing additional services. In discussing the program in the context of new public services, improvement of existing services, or making possible the continuation of existing programs, the report cites particular examples from each based on agent official's subjective estimates. One appendix lists the preceding six reports while a second appendix is a statement of funds awarded and jobs authorized in 1970 under EEA. (AG)

**ED 084 418** CE 000 596

Career Development—Up Close and Personal.  
Texas Advisory Council for Technical - Vocational Education, Austin.

Pub Date [73]

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, Career Choice, Career Education, \*Career Planning, Careers, Continuation Education, Employment Opportunities, Job Application, Job Development, Job Skills, \*Job Training, \*Labor Market, \*Occupational Guidance, \*Occupations, Technological Advancement

Identifiers—\*Career Awareness, Texas

The Advisory Council for Technical-Vocational Education in Texas, which produced this publica-

tion, feels that career development is imperative to meet economic and industrial needs as well as individual needs. Topics discussed in the booklet are career development, labor market information, the different training required by different occupations, and the problems involved in job hunting. Tables included indicate existing and projected employment in Texas by occupational categories and by industry, numbers of persons licensed by the various Texas State licensing boards, and yearly trends in the numbers of professional personnel in Texas public schools. This booklet would be of interest to students as well as school counselors. (EA)

**ED 084 419** CE 000 597

A Redirected Education System...Education for  
Living and Making a Living. Fourth Annual  
Report of the Advisory Council for Technical-Vocational Education in Texas.

Texas Advisory Council for Technical - Vocational Education, Austin.

Pub Date Nov 73

Note—111p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Annual Reports, \*Career Education, \*Educational Planning, Program Evaluation, State Surveys, \*Statewide Planning, \*Technical Education, \*Vocational Education Identifiers—Texas

This report includes a career education model and six recommendations made as "next steps" to the comprehensive recommendations made in previous reports by the Advisory Council for Technical-Vocational Education in Texas to the State Board for Vocational Education. Part II provides background material for the Council's recommendations and evaluation statements. Results of studies, surveys, and conferences are given with accompanying tables and charts in an attempt to present the position of technical-vocational education in Texas. Part III, which makes up about one-half of the report, consolidates all previous Council recommendations, Board action and response, and subsequent action and Council statements. These previous recommendations are grouped under thirteen topics. (SC)

**ED 084 420** CE 000 598

State Research Coordinating Unit Activities for  
the Period July 1, 1972–December 31, 1972.  
Semiannual Report.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—79p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Coordination, \*Educational Research, Reports, \*Research Coordinating Units, \*Research Projects, \*State Programs, \*Vocational Education

Identifiers—Vocational Education Amendments of 1968

In an alphabetical listing by States, the report summarizes the research activities of the State Research Coordinating Units (RCU's) conducted under Section 131 (6) of Part C of the Vocational Education Amendments of 1968 during the first six months of fiscal year 1973. The report's purpose is to provide information that will assist States to be aware of research and development conducted by other States, thereby facilitating exchange of information and reducing duplication of effort. This is the sixth in a series of compilations of State Quarterly Research Activity Reports in which the names of the State Director of Vocational Education and the RCU Director are listed for each State, together with projects completed, new projects funded, research related activities, and projects and activities planned. (AG)

**ED 084 421** 95 CE 000 599

Meyer, Robert S.  
Report to the Wisconsin Department of Public Instruction of the Results from a Student Opinionnaire Concerning Career Education in the Public Schools of Eau Claire, Wisconsin in December 1972 and May 1973.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 3 Aug 73

Grant—OEG-0-72-0921

Note—122p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Attitude Tests, \*Career Education, Curriculum Development, Opinions, \*Program Evaluation, \*Questionnaires

The purpose of the study was to determine the degree of success being attained by teachers who have had the benefit of participating in a three-week career education summer workshop in (1) teaching the basic career development concepts listed with the scope and sequence model in Wisconsin's "K-12 Guide for Integrating Career Development into Local Curriculum," and (2) accomplishing the goals of each of the components of career education. The project personnel developed an evaluation instrument which consisted of 58 statements to be answered strongly agree, agree, disagree, or strongly disagree. Data were gathered in December 1972 and May 1973 for grades 3, 5, 6, 7, 9, 10, 11, and 12. Responses are reported by grade and sex. Approximately three-fourths of all student responses to all items from all grades were positive in May; however, grade group responses reveal considerable divergence. Effectiveness of component categories is shown. Conclusions and recommendations point the way to future career education activities. (MS)

ED 084 422 CE 000 617

Tulloch, Rodney W.

Plants. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3F

Pub Date Jul 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, \*Environmental Education, Environmental Influences, \*Forestry, High School Curriculum, Plant Growth, Planting, Plant Pathology, \*Plant Science, Resource Materials, \*Vocational Agriculture

Designed to serve as a resource tool in a high school vocational agriculture curriculum dealing with the environment as it relates to agriculture, this unit is concerned with plants. Plants are defined and their characteristics described. A section on the effects of environment on higher plants covers temperature, light, water, nutrients, air, chemicals and dust, smog, radiation, and sediment. The effects of pests on higher plants are discussed. Plants as sources of food, shelter, fiber, building materials, and other products are described. The effects of plants on the environment are treated from the points of view of esthetics, improvement of air, water, and soil, and reduction of noise pollution. A section looks at environmental problems of agricultural plants and forestry. A 27-item bibliography concludes the volume. (MS)

ED 084 423 CE 000 618

Tulloch, Rodney W.

Air. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3A

Pub Date Jul 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Air Pollution Control, \*Environmental Education, Environmental Influences, High School Curriculum, \*Pollution, Resource Materials, \*Vocational Agriculture

Identifiers—\*Air

The document is a student resource unit to be used in teaching high school vocational agriculture students about air. The following natural processes are described: carbon dioxide cycle, nitrogen cycle, gravity and atmosphere, energy of the sun, greenhouse effect, atmospheric circulation, and precipitation. Sources of air pollution are discussed. Air pollution's damage to human and animal health, esthetics and visibility, climate, vegetation, and other things are treated. A section covers control of air pollution by industry, government, individuals, and agriculture. The report concludes with fifteen recommendations taken from "Environmental Quality: The First Annual Report of the Council on Environmental Quality." There is a 26-item bibliography. (MS)

ED 084 424 CE 000 619

Tulloch, Rodney W.

Noise. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3E

Pub Date Jul 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Environmental Education, Hearing Conservation, \*Hearing Loss, High School Curriculum, Pollution, Resource Materials, \*Vocational Agriculture

Identifiers—\*Noise

Noise is the subject of the student resource unit to be used with high school vocational agriculture students. The nature of noise as a phenomenon and as a problem is clarified. Sources of noise pollution and the decibel levels they produce are described. Among the effects of noise pollution discussed are hearing loss, annoyance, and accidental injury. Control and abatement potentials are suggested. Sections of the document cover current action and future progress. A nine-item bibliography is appended. (MS)

ED 084 425 CE 000 620

Tulloch, Rodney W.

Water. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3H

Pub Date Jul 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Environmental Education, High School Curriculum, \*Pollution, Resource Materials, \*Vocational Agriculture, \*Water Pollution Control, Water Resources

Identifiers—\*Water Pollution

The document is a student resource unit to be used in teaching high school vocational agriculture students about water. The hydrologic cycle and natural processes are described, with particular attention to evaporation, precipitation, and runoff. Sources of water pollution are found in industries, municipalities, individual action, and agriculture. Damage to health, recreation, esthetics, fishing, agriculture, and water supplies are some of the results of water pollution. The present situation is assessed in terms of potential controls, nutrient enrichment, toxicity levels, waste heat, governmental programs, monitoring, and the special problems of agriculture. The document concludes with eighteen recommendations to improve water quality. A twelve-item bibliography is included. (MS)

ED 084 426 CE 000 621

Tulloch, Rodney W.

Land Use. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3D

Pub Date Jul 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conservation Education, \*Environmental Education, High School Curriculum, \*Land Use, Natural Resources, Resource Materials, Soil Conservation, Soil Science, \*Vocational Agriculture

Land use is the subject of the student resource unit to be used with high school vocational agriculture students. Uses of the land in an urban environment, suburban environment, rural environment (as cropland, forest, and others), recreation and parks, and other environments are described. The supply of and demand for land is discussed. Conservation of land resources is treated from two points of view (1) sediment and plant nutrients, and (2) soil formation. The eight land capability classes are described and illustrated. Questions regarding planned land use in a free-enterprise system are raised. The purposes and impact of public lands are described, as are the societal values of land use. Nonrenewable mineral resources present a special problem. Economic, governmental, educational, and religious institutions play a role in land use along with custom and habit. There is an 18-item bibliography. (MS)

ED 084 427 CE 000 622

Tulloch, Rodney W.

Understanding the Environment. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3G

Pub Date Jul 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Pollution Control, \*Ecological Factors, \*Ecology, \*Environmental Education, High School Curriculum, Pollution, Population Education, Resource Materials, \*Vocational Agriculture, Water Pollution Control

The document is a student resource unit to be used in teaching high school vocational agriculture students about the environment. The relationship between ecology and changes in the ecosystems induced by man are discussed. The kinds of environmental problems treated are pollution, land use, and natural resources. Some causes of environmental problems described are population (control and mobility), values, technology, misdirected economic incentives, and limitations of government, laws, and enforcement. Long-term effects of environmental deterioration are to be found in health, ecosystems, economic costs, esthetics, and recreation. Promising sources of solutions to these problems lie in citizen participation, environmental education, and government programs. Some present and future environmental needs are described. A 36-item bibliography concludes the document. (MS)

ED 084 428 CE 000 623

Tulloch, Rodney W.

Agricultural Chemicals and Radiation. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3B

Pub Date Jul 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Supplies, Agriculture, \*Environmental Education, Fertilizers, Herbicides, High School Curriculum, Insecticides, Pesticides, \*Radiation, Radiation Effects, Resource Materials, Rodenticides, \*Safety, \*Vocational Agriculture

Identifiers—\*Agricultural Chemicals

The document is designed to be used as a resource in teaching vocational agriculture high school students about the environment. Agricultural chemicals are the major focus, with some attention to radiation. The importance of safety in agricultural chemical use is stressed, with descriptions of the pesticide label; protective clothing; respiratory devices; correct application, transporting, handling, and disposal of chemicals; and health hazards. Agricultural chemicals are described by type: insecticides, fungicides and bactericides, herbicides, nematocides, rodenticides, and mammalian biocides. Legislation and regulation of agricultural chemicals are discussed. Tolerances—their establishment and enforcement—are covered. Alternatives to agricultural chemicals are treated. The section on radiation deals with sources and effects of radiation. A 6-page glossary and a 23-item bibliography are appended. (MS)

ED 084 429 CE 000 624

Tulloch, Rodney W.

Animals. Ag Ed Environmental Education Series.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Coll. of Education.

Report No.—73-3C

Pub Date Jul 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Animal Facilities, \*Animal Science, Disease Control, Entomology, \*Environmental Education, High School Curriculum, \*Livestock, Resource Materials, \*Vocational Agriculture, Waste Disposal, Wildlife Management

Animals are the subject of the student resource unit which is to be used with high school vocational agriculture students. Animal housing and equipment, the first section, deals with controlled environment, energy requirements, esthetics, air, water, and noise. Animal waste and byproducts are covered in terms of Federal government program, some of which are reported. The public health and socioeconomic implications of animal waste disposal are described. Meat and poultry packing and dairy processing produce significant effluent. In discussing disease prevention by means of parasite and vector control, infectious diseases and their treatment are covered. Beneficial and harmful insects and their control are

described. The importance of wild animals in terms of the damage they can do to agriculture and the land is significant, but the treatment of wildlife and social values are related. There is a 29-item bibliography. (MS)

**ED 084 430** CE 000 630  
Wong, LaVerne B.

**Student Perception of the Effectiveness of the Area Vocational Secondary School Programs of Texas in Meeting Self-Perceived Interests and Needs. A Final Report.**

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Jun 73

Note—118p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Area Vocational Schools, Grade 11, Grade 12, High School Students, Participant Satisfaction, \*Program Effectiveness, \*Program Evaluation, Sex Differences, \*Student Attitudes, \*Student Needs, Tables (Data)

The purpose of the study was to investigate the effectiveness of area vocational secondary schools in Texas as it relates to participation, type of school, and sex. Two forms of the questionnaire were developed; one to be used by participants in area vocational school (AVS) programs and one for those not participating in any type of vocational training. Urban school systems were not included in the study of eight selected sample schools. The students sampled were 672 eleventh and twelfth graders, half participants in AVS programs and half non-participants. Males numbered 210 and females, 126. Almost two thirds of the participants planned to enter the work force immediately after graduation. Data compiled show participants felt their needs were met by the programs, but non-participants felt the participants needs were not being met, and they had no need of the programs themselves. General awareness of the program is high. The two groups share views concerning the counseling and guidance procedures. The type of school from which the student came influenced his view of AVS program effectiveness, but the two sexes showed a nonsignificant difference in perception of program effectiveness. A twelve-page bibliography is included. (AG)

**ED 084 431** CE 000 636

Friel, Theodore W.

**Student Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES).**

Genesee Intermediate School District, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.; Michigan State Legislature, Lansing.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date 72

Note—66p.; For related Counselor Guide, see CE 000 637

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Assignments, \*Career Choice, Career Education, \*Career Planning, \*Curriculum Guides, Decision Making, \*Grade 10, Occupational Choice, Vocational Development, \*Workbooks, Worksheets

Identifiers—ECES, \*Educational and Career Exploration System

The document provides a step-by-step guide for the student expanding his career-planning skills. It is designed for use with grade 10, but is suitable for grades 11 and 12 as well. Each of ten group meetings is presented in terms of goals, assignments (including worksheets), and resource information. Interspersed are four computer terminal visits, which consist of goal statements and search strategies to guide decision-making through ECES. The third aspect of the program is a set of three personal visits, for which forms are provided, where students can record questions they want to raise. The document concludes with a two-page glossary. (MS)

**ED 084 432** CE 000 637

Friel, Theodore W.

**The Counselor Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES).**

Genesee Intermediate School District, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.; Michigan State Legislature, Lansing.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date 72

Note—121p.; For related Student Guide, see CE 000 636

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Career Choice, Career Education, \*Career Planning, \*Counseling, Counseling Services, Counselor Functions, \*Curriculum Guides, Decision Making, \*Grade 10, Instructional Materials, Occupational Choice

Identifiers—ECES, \*Educational and Career Exploration System

The document consists of all the material contained in the Student Guide as well as special material to guide the counselor at each step of the program, supplementary material on evaluation, and the introductory correspondence forms. Suggestions are made on how to select students for the career planning program. The background notes indicate the number of minutes to be devoted to each step, the approach to be taken, and the order in which material should be discussed. (MS)

**ED 084 433** CE 000 647

Brown, Richard H. Kapes, Jerome T.

**A Longitudinal Study of the Level of Occupational Aspirations of Youth over the High School Years.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—M-15

Pub Date Oct 73

Note—67p.; Vocational Development Study Series

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Planning, \*Longitudinal Studies, \*Occupational Aspiration, Occupational Choice, Occupational Guidance, \*Secondary School Students, Vocational Counseling

This document reports one of the studies conducted as part of the longitudinal Vocational Development Study (VDS) project started in Altoona, Pennsylvania, in 1968. The main goals of the project are to conduct studies involving the evaluation of vocational programs, the validation guidance instruments, and the investigation of vocational development theories as they apply to today's youth. This particular study is concerned with the stability of occupational aspirations during the high school years. Occupational aspirations were divided into idealistic and realistic, so that changes in level of aspiration over time as well as difference in level could be compared. Findings showed no change in level of idealistic occupational aspiration over time, a significant downward change in the mean level of realistic occupational aspiration, a significant and increasingly large difference between the idealistic and realistic levels, and a steady divergence between idealistic and realistic levels. The implications of these findings for high school curriculum planning, occupational guidance, training, and counseling are discussed. (SA)

**ED 084 434** CE 000 648

McKinlay, Bruce

**Validity and Readability of the Occupational Information Access System "QUEST" Questionnaire.**

Pub Date [71]

Note—55p.; For related documents, see CE 000 649 and CE 000 652

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Oriented Programs, \*Information Systems, \*Information Utilization, Occupational Information, Questionnaires, \*Readability, Reading Level, Use Studies, \*Validity

Identifiers—\*Occupational Information Access System

The purpose of the report was to examine the readability of the Occupational Information Access System (OIAS) QUEST questionnaire and the validity of independent client use of the questionnaire as an information gathering device. Readability formulas rate the QUEST questionnaire "easy" or "fairly easy" and they rank the occupational descriptors "difficult" or "very difficult," as they do other occupational information materials. In field testing, however, users rated

the system as easy or very easy to use with wording problems reported on only two percent of the QUEST questions answered; only one-half of the percent of the questions were wording problems resulting in response errors. A readability and validity test in three Employment Service offices indicated that client self-reports of preferences and abilities concurred with counselor estimates about 80 percent of the time. There is some indication in this research that client self-reports are as valid as counselor estimates, and other research summarized in this report indicates that self-reporting is as valid as testing. It was concluded that although self-reporting may not be relied upon completely for all clients, it is at least one of the appropriate bases for questionnaire response. (Author/SC)

**ED 084 435** CE 000 649

McKinlay, Bruce Adams, Daniel

**Evaluation on the Occupational Information Access System as Used at Churchill High School. A Project Report.**

Oregon Univ., Eugene. Bureau of Governmental Research and Service.

Spons Agency—Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date Oct 71

Note—63p.; For related documents see CE 000 648 and CE 000 652

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Planning, \*Computer Oriented Programs, Computer Programs, Cost Effectiveness, Information Dissemination, \*Information Systems, Information Utilization, Occupational Information, Parent Attitudes, \*Program Attitudes, Program Effectiveness, \*Program Evaluation, Program Improvement, Student Attitudes, Use Studies

Identifiers—\*Occupational Information Access System

The Occupational Information Access System (OIAS) improves the accessibility of occupational labor market information for career planning. Its operation at Churchill High School is evaluated from several angles: the likes and dislikes of users; the effect of OIAS on users' knowledge of occupational information and on their career plans; why other students did not use it; its use in instruction; administrative considerations; its costs; and reactions of parents. Half the student body used it, mostly without assistance; repeat usage was common. Afterward, 84 percent said they were satisfied or very satisfied. Being "personally interested in looking for occupational information" was the most frequently given reason for use. The predominant reason why others did not use OIAS was a lack of knowledge of its availability. Most students used both the QUEST Questionnaire and the occupational Descriptions, which they described as "fun to use," "easy to understand," and "accurate and up-to-date." OIAS helped students plan careers, and talk with their parents about their career futures. Parents had a good understanding of the System and strongly approved of its use. Direct operating costs total about \$2 per student user. (Author/SC)

**ED 084 436** CE 000 650

Adams, Leonard D. Anderson, W. Michael

**Older Job Seekers and Occupational Information.**

Pub Date 71

Note—5p.; For related documents concerning OIAS see CE 000 648, CE 000 649, and CE 000 652

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Planning, \*Computer Oriented Programs, \*Information Systems, Information Utilization, Middle Aged, \*Occupational Guidance, \*Occupational Information, \*Older Adults, Questionnaires

Identifiers—Help Elderly Locate Positions, \*Occupational Information Access System

Help Elderly Locate Positions (HELP), sponsored by the Emerald Empire Council on Aging and funded by the Administration on Aging, is a non-profit employment referral service for older workers, 55 and older, that has helped 1,206 elderly workers find jobs. A major area of involvement at HELP focused on exposing the older job seeker to the Occupational Information Access System and observing his reactions to the system. Upon completion of the OIAS questionnaire, which lists occupations to explore appropriate to aptitudes and interests, fifteen new registrants



were asked to complete an evaluation of the process. The evaluation was concerned with their impressions of the system, opinions toward older people entering new occupations, their consideration of professions indicated suitable by the system, and their ratings of various sources of occupational information. Results indicated a favorable reaction of OIAS usage in a counseling context. (EA)

**ED 084 437** CE 000 652

*Clayde, John S.*  
**Getting It Going—Keeping It Running: A Handbook for Career Information Systems.**  
Oregon Univ., Eugene. Career Information System.  
Pub Date 73

Note—57p.; For related documents see CE 000 648 and CE 000 649

Available from—Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Articulation (Program), \*Career Education, Career Planning, \*Computer Oriented Programs, Computer Programs, Information Dissemination, \*Information Systems, Information Utilization, Inservice Education, Occupational Information, Program Administration, Program Content, Program Coordination, Program Descriptions, Program Design, \*Program Guides

Identifiers—\*Occupational Information Access System

This handbook was designed as a tool to assist school and agency staff in management and in-service training needed in implementing a comprehensive Career Information System (CIS). The background, goals, and organization of CIS are given briefly. An explanation of the System which is computer-based yet also employs a manual needle-sort system is presented. System components (such as the QUEST questionnaire, the QUEST List, occupational descriptions, occupational dumps, localized information, occupational books, VISIT, education and training information, and occupational interview cassettes) are discussed along with some background and validation information. Considerations mentioned in starting the System are selection and role of the coordinator, publicity, orientation to staff, and pre-service for the guidance staff which includes such practical information as location of the System and responsibility of counselors. Points to consider in implementing the System and in troubleshooting technical and personal problems are discussed. Abstracts of evaluative research are presented. Appendixes include copies of the evaluation questionnaires, the user agreement, and standards for use of the System. (SC)

**ED 084 438** CE 000 658

*Callen, John And Others*  
**Carson-Washoe County Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72  
Note—55p.; For related documents, see CE 000 659 through 664

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
Identifiers—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Carson-Washoe County area of Nevada, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of videotape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Missoula County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

meration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Missoula County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

**ED 084 439** CE 000 659

*Callen, John And Others*  
**Treasure Valley Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72  
Note—57p.; For related documents, see CE 000 658, 660 through 664

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
Identifiers—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Treasure Valley area of Idaho, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of videotape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Albany-Laramie Counties (CE 000 660), Missoula County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

**ED 084 440** CE 000 660

*Callen, John And Others*  
**Albany-Laramie Counties Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72  
Note—54p.; For related documents, see CE 000 658 & 659 through 664

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Census Figures, \*Health Facilities, \*Health Occupations Education, Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
Identifiers—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Albany-Laramie Counties area of Wyoming, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of videotape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Missoula County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

**ED 084 441** CE 000 661

*Callen, John And Others*  
**Yellowstone County Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72  
Note—48p.; For related documents, see CE 000 658 through 660, and 662 through 664

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
Identifiers—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Yellowstone County area of Montana, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of videotape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Missoula County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

**ED 084 442** CE 000 662

*Callen, John And Others*  
**Missoula County Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72  
Note—47p.; For related documents, see CE 000 658 through 661, and 663 & 664

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
Identifiers—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Missoula County area of Montana, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of videotape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Yellowstone County (CE 000 661), Clark County (CE 000 663), and Sheridan County (CE 000 664). (AG)

**ED 084 443** CE 000 663

*Callen, John And Others*  
**Clark County Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72

Note—52p.; For related documents, see CE 000 658 through 662, and 664

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
**Identifiers**—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Clark County area of Nevada, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It concludes information about libraries in health related fields and the availability of video-tape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Yellowstone County (CE 000 661), Missoula County (CE 000 662), and Sheridan County (CE 000 664). (AG)

**ED 084 444** CE 000 664

*Callen, John And Others*

**Sheridan County Health Manpower and Education Profile.**

Mountain States Regional Medical Program.  
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.  
Pub Date 72

Note—49p.; For related documents, see CE 000 658 through 663

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Census Figures, Health Facilities, \*Health Occupations Education, \*Health Personnel, Occupational Information, \*Occupational Surveys, Population Distribution  
**Identifiers**—\*Mountain States Health Manpower and Education

The profile is a concise description of the demographic and economic characteristics, existing health manpower employed, and health education programs for the Sheridan County area of Wyoming, one of seven surveyed in the Mountain States region (Idaho, Montana, Wyoming, and Nevada). The first section of the profile provides general population information, income distributions, and occupational groups of employed persons in the area surveyed. The second section lists the number of people employed in 103 categories of health occupations. The third section lists health education institutions which offer degree or certificate programs in the health field. It includes information about libraries in health related fields and the availability of video-tape equipment. The fourth section is an enumeration of health facilities in the area surveyed. Comparisons are made within the four States and to the United States in toto. Other regions covered are: Carson-Washoe County (CE 000 658), Treasure Valley (CE 000 659), Albany-Laramie Counties (CE 000 660), Yellowstone County (CE 000 661), Missoula County (CE 000 662), and Clark County (CE 000 663). (AG)

**ED 084 445** CE 000 665

**Traffic Records Course.**

Computer Sciences Corp., Falls Church, Va. Education and Training Dept.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-800 895

Pub Date Jun 73

Note—33p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 813, MF \$1.45, HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Curriculum Design, \*Curriculum Guides, \*Instructional Materials, \*Recordkeeping, \*Records (Forms), Simulators, Traffic Regulations, \*Traffic Safety  
Curriculum materials for a training course in traffic records were developed. Course objectives

and course overview are given. Recommendations concerning instructor, student, and guest lecturer are made. (Author)

**ED 084 446** CE 000 666

*Allen, LaVerda O. And Others*

**Evaluation of the Community Development Training Program. Final Report.**

Homitz, Allen and Associates, Oakland, Calif.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—HUD-CD-35

Pub Date Jun 73

Note—142p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-223 032, MF \$1.45, HC \$4.50)

**Document Not Available from EDRS.**

**Descriptors**—\*Community Development, \*Educational Programs, Factor Analysis, Questionnaires, Success Factors, Surveys, \*Trainees

An evaluation of the Title VIII community development training program was based on information collected through a survey of participants from nine selected States. The report evaluates program parameters that predispose a training program to succeed or fail, and the relative job success of a sample of trainees taken from the past two years. (Author)

**ED 084 447** CE 000 667

*Delaney, Joan*

**The Group Guidance Program: A Group Career Guidance and Job Placement Program for Secondary Youth. Volume IV: A Community Resource Manual—Prototype.**

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-46-66-42-4

Pub Date 15 Jun 73

Note—212p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 412, MF \$1.45, HC \$5.00)

**Document Not Available from EDRS.**

**Descriptors**—Community Development, \*Criteria, Group Guidance, Information Sources, \*Manuals, \*Resource Materials, Vocational Development, Vocational Education, \*Vocational Schools, Vocational Training Centers

**Identifiers**—\*Houston

The Community Resource Manual is a compilation of basic information about the Houston area, including public and private training schools. Other areas replicating the Group Guidance Program could use the manual as a format or guide to the gathering of similar data pertaining to their own communities. The manual is meant to be used by students, counselors, teachers and parents, as basic data and criteria for the selection of a training school. (Author)

**ED 084 448** CE 000 669

*Shriver, E. L. Hart, F. L.*

**Assistance in Improving the Electronic Technician Training at the U. S. Coast Guard Training Center Governor's Island, New York.**

URS Systems Corp., Falls Church, Va. Matrix Research Div.

Spons Agency—Coast Guard, Washington, D.C.

Pub Date Jan 73

Note—106p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-766 556, MF \$1.45, HC \$4.25)

**Document Not Available from EDRS.**

**Descriptors**—\*Electronic Equipment, \*Electronic Technicians, \*Equipment Maintenance, Maintenance, Manuals, Performance Tests, \*Programmed Instruction, Programed Units, Radar, \*Radio Technology, Technical Education

A training module was developed for each of the following equipments: Radar, radio receiver, LORAN receiver, and transmitting set. The student is guided through an analytic process by answering a series of carefully structured questions designed to guide him through a complete analysis of the equipment for both understanding and troubleshooting. Training emphasis is not on theory but on the practical applied aspects of maintenance through the use of technical manuals and hands for the repair of equipment failures. Performance tests were developed for each module. (Author)

**ED 084 449**

*Phelps, William R.*

**Delivering Vocational Rehabilitation Services in a Disaster Area.**

West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Report No.—SRS-25-15312

Pub Date 29 Jun 73

Note—14p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 775, MF \$1.45, HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Emergency Programs, Handicapped, Human Services, Rehabilitation Programs, State Agencies, State Programs, \*Vocational Rehabilitation, \*Vocational Retraining  
**Identifiers**—Flood Disaster, West Virginia

The principal objective of this project was to respond immediately to the sudden and drastic increase in the need for vocational rehabilitation services precipitated by a major flood disaster. The focus was on delivering vocational rehabilitation services to eligible handicapped individuals in the disaster area. In addition, the project was utilized to gain information and experience needed to plan the role of the State vocational rehabilitation agency in disaster situations. (Author)

**ED 084 450**

*Thompson, H. R.*

**Proof Beyond Doubt: The Use of Live Demonstrations in Disseminating Knowledge.**

Safety in Mines Research Establishment, Buxton (England).

Report No.—SMRE-R1

Pub Date 73

Note—25p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 517, MF \$1.45, HC \$3.25)

**Document Not Available from EDRS.**

**Descriptors**—\*Demonstrations (Educational), Fire Science Education, Information Dissemination, Laboratory Procedures, Learning Processes, \*Safety Education, \*Teaching Techniques

**Identifiers**—\*Coal Mines

The idea of using demonstrations to support lectures is far from novel, but as other communicating media become more and more sophisticated, the simple practical demonstration is enjoying renewed popularity. This may be because audiences have been exposed to so many advanced presentation techniques that they have become skeptical to the extent that only clear practical proof is acceptable. (Author)

**ED 084 451**

CE 000 672

**Public Service Careers Program: A General Description.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—PSC-NC-024

Pub Date Aug 69

Note—63p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222-400, MF \$1.45, HC \$5.25)

**Document Not Available from EDRS.**

**Descriptors**—Agencies, \*Disadvantaged Groups, \*Employment Opportunities, Employment Problems, Human Resources, \*Job Development, Manpower Needs, Manpower Utilization, \*Program Descriptions, \*Public Service Occupations

**Identifiers**—PSC, Public Service Careers

The volume describes the PSC (public service careers) program created to secure, within the merit principle, permanent employment for the disadvantaged in public services agencies, stimulating the upgrade of current employees, and thereby meeting public sector needs. PSC aims to attack institutional and individual barriers to promote the most effective use of human resources; including outmoded job structures, inadequate recruitment, etc. Barriers considered in the individual include inadequate education, lack of necessary vocational skills, poor orientation to the world of work, medical, transportation, and child care problems. Four major strategies of PSC are outlined. The volume should be of value to potential sponsors for upgrading in the public sector. (Author)

## 20 Document Resumes

ED 084 452 CE 000 673

**Summary of Work Performed Pursuant to the Development of Training Manuals for a Highway Safety Workshop for Traffic Court Judges.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-800 896

Pub Date Jul 71

Note—30p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222 629, MF \$1.45, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—\*Instructional Materials, Manuals, \*Safety Education, Traffic Regulations, \*Traffic Safety, \*Vehicular Traffic, \*Workshops

Identifiers—\*Judges

The report summarizes the work involved in developing a highway safety workshop for traffic court judges. It describes the testing of previously developed workshop materials and their evaluation, resulting in a contract modification to redesign and refocus the workshop. The report identifies the resources and procedures used in this development effort. Finally, the report describes the testing of the redesigned materials, a trainer's manual and a participant's manual, in a series of training activities in Missouri. The report includes an evaluation of the training materials and recommendations for their future use. (Author)

ED 084 453 CE 000 677

Boutwell, Charles R. Hinkle, Andrew Lee

**A Survey of Mental Health Problems and Professional Services: A Model for Evaluation of Community Mental Health.**

Spons Agency—Community Mental Health Center, Huntington, W. Va.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Health Services, \*Evaluation, Mental Health, \*Mental Health Clinics, \*Psychiatric Services, Public Health, Questionnaires, Surveys

Identifiers—\*Health Delivery Systems, West Virginia

To determine the extent of perceived mental health problems and the adequacy of services in a six-county area of West Virginia, a questionnaire was mailed to a sample population selected from voter registration lists, the number in the sample from each county proportionately determined by the counties' total population. The conclusion that delivery of mental health services differed widely between an area with a community mental health center and a similar area geographically contiguous, though problems in the two areas were perceived as similar, was based on a fifteen percent response to the questionnaire. The number of persons seeking professional assistance for emotional problems exceeded national averages. A majority of the population surveyed knew of someone who had sought professional assistance for emotional problems, and general hospitals and State hospitals were the most frequently used facilities by those seeking help. Assistance was provided by psychiatrists and physicians. Juvenile delinquency was cited as the most frequently noted mental health problem in the control area, but drug abuse was cited in the study area. The Community Mental Health Center rated a vote of confidence from residents in the study area. (AG)

ED 084 454 CE 000 678

Gilroy, Curtis L.

**Job Losers, Leavers, and Entrants: Traits and Trends.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—SLFR-157

Pub Date 73

Note—24p; Reprint 2906 from Monthly Labor Review, August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, \*Employment Level, \*Employment Patterns, Employment Problems, Entry Workers, Job Applicants, Job Market, \*Jobs, Labor Market, Sex Differences, \*Unemployed, \*Unemployment, Youth Employment

It is a common misconception that the unemployed segment of the population is made up solely of persons who have lost their jobs. In fact,

such persons constitute less than half the jobless total (43 percent in 1972). Job leavers, reentrants, and new entrants are also important components of the unemployed. Job losers account for the greatest percentage of unemployed adult men, but reentrants make up the largest portion of unemployed adult women, while new entrants and reentrants account for the bulk of teenage unemployment. (Contains numerous tables and graphs.) (Author/MS)

ED 084 455 CE 000 679

Schreier, James W., Comp. Komives, John L., Comp.

**The Entrepreneur and New Enterprise Formation: A Resource Guide.**

Center for Venture Management, Milwaukee, Wis.

Pub Date Nov 73

Note—119p.

Available from—Center for Venture Management, 811 East Wisconsin Avenue, Milwaukee, Wisconsin 53201 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, Adult Vocational Education, \*Bibliographies, \*Business, \*Business Administration, Business Education, Business Skills, Economic Development, Finance Occupations, Literature Reviews, Management Systems, Managerial Occupations, \*Resource Materials

The resource guide contains over 900 items dealing with new business formation and the enterprising person. Included are books, articles, films, tapes, games, and research reports published since 1960. It is divided into 21 categories: the entrepreneur; the female entrepreneur; the minority entrepreneur; entrepreneurship in other cultures; biographical; historical; psychological; sociological; small business start-up; small business management; small business (an overview); financial; venture capital; business terminations (including failures); counseling the small businessman; innovation, technology, research, and development; economic development; management concepts; the Small Business Administration; schools, continuing programs, and sources; and additional sources of information. In addition, there are a glossary, special lists for potential entrepreneurs and educators, and an author index. Many items are annotated and cross referenced. The resource guide is an expanded and updated version of the Center's 1970 bibliography. (MS)

ED 084 456 CE 000 682

Dunn, Gary F.

**North Dakota Health Manpower. Report of a Study Prepared for the North Dakota Medical Association.**

North Dakota Medical Association, Bismarck.

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Demand, Financial Support, \*Manpower Needs, \*Medical Education, \*Medical Schools, Physicians, \*Program Planning

Identifiers—\*North Dakota

The purpose of the study was to consider the viability of expanding the medical school within existing resources such as personnel, hospitals and clinics, in North Dakota. Questionnaires were used to obtain information about existing health education programs, the facilities for training physicians, and the willingness of area physicians to teach medical students, and also to discover the response of medical schools across the country to the possibility of entering into a contractual arrangement to assume third year entry for two year North Dakota medical school graduates. Sections outline the calendar of study procedures, Allied Health Training in North Dakota, U.N.D. School of Basic Medical Sciences, medical resources in North Dakota, alternatives for action and opportunities for funding. Four alternatives for action are discussed in the light of the findings of the study. (Relevant tabulated data and a 32 item listing of references are included.) (KP)

ED 084 457 CE 000 688

Brown, Terence, Ed.

**New Directions in Post-Secondary Education; Expanding Opportunities for the Occupational Education Student.**

American Association of Community and Junior Colleges, Washington, D.C.; Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency—Commonwealth Fund, New York, N.Y.

Pub Date 73

Note—111p; Conference Proceedings (Carbondale, Illinois, May 10 & 11, 1973)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Community Colleges, \*Conference Reports, Consortia, Cooperative Planning, Curriculum Development, Curriculum Planning, \*Curriculum Problems, Educational Coordination, Flexible Scheduling, Health Occupations Education, \*Interinstitutional Cooperation, Post Secondary Education, \*Vocational Education

Identifiers—\*Illinois, Southern Illinois Collegiate Common Market

The proceedings cover a conference of representatives of all the community colleges in the southern part of Illinois and one in Kentucky with representatives from the School of Technical Careers at Southern Illinois University. The conference objectives were to discuss common problems and issues related to closer coordination of effort among the participating institutions. A cooperative nursing program among the schools has been effective, and representatives of the institutions believed further cooperative ventures were desirable. In providing a focus for the workshop conference, six papers were given following a welcome speech by W. E. Malone of SIU: a paper on expanding opportunities for the occupational education student by K. G. Skaggs; on career mobility by J. H. Smith; curriculum flexibility by Ralph Kuhl; accrediting and credentialing limitations on flexibility by Don Frey; operational limitations on flexibility by Lori Reibling; and suggestions for living with the limitations by S. V. Martorana. A page of commentary, a list of attendees, speakers, and resource persons; an allied health fact sheet; and a map of the geographical area showing the location of participating institutions are included in the proceedings. (AG)

ED 084 458 CE 000 691

**Defense Management Education and Training Catalog.**

Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).

Report No—DOD-5010.16-C

Pub Date Aug 73

Note—227p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Course Descriptions, Courses, \*Directories, Job Training, \*Management Education, \*Military Personnel, \*Military Schools

This catalog provides information on a wide variety of courses, programs, and school made available by Department of Defense organizations. The program consists of eighteen primarily service-operated schools offering joint training in management covering a wide variety of subjects including automatic data processing, production management, maintenance management, financial management, and supply management. These courses are designed for Department of Defense military and civilian personnel on a resident and/or nonresident basis. Space available, other government employees may also enroll. (Author/DS)

ED 084 459 CE 000 692

**Occupational Opportunities in Nebraska, 1973 Report.**

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Report No—NRUCV-Ser-17

Pub Date Jun 73

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Occupations, \*Annual Reports, Clerical Occupations, \*Employment Opportunities, Farm Occupations, Food Processing Occupations, Forestry Occupations, Health Occupations, Machinists, Managerial Occupations, \*Occupational Clusters, \*Occupational Information, Professional Occupations, Sales Occupations, Service Occupations, \*State Surveys, Structural Building Systems, Technical Occupations

Identifiers—\*Nebraska



The sixth annual study to determine manpower needs and job opportunities in Nebraska is compiled through employer information regarding the number of persons employed, the job duties of persons employed, and the projection of future needs according to these job descriptions. Since data are presented by "Dictionary of Occupational Titles" coding, the dictionary and also "Vocational Education and Occupations" are necessary references in using this report as a program planning base. Updating of the master list of employers in the State was accomplished through the removal of firms no longer in existence and the addition of new firms. The 1973 report has increased the sample size from three to five percent. Some of the limitations indicated in this study are lack of a current master population listing, no allowance for seasonal labor variations, existence of fluctuations caused by a small sampling, and use of data exclusively from employers. (EA)

**ED 084 460** CE 008 693

Webb, Earl S. Knotts, Clifton Don  
**Agricultural Mechanical Skills Needed by Farmers in Texas.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Pub Date Sep 70

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Agricultural Education, Agricultural Engineering, \*Agricultural Skills, \*Educational Programs, Farmers, High School Curriculum, \*Mechanical Skills, \*Program Planning, Questionnaires, Statewide Planning, Vocational Agriculture, Young Farmer Education

Identifiers—\*Texas

This study identified skills that should be taught in the agricultural mechanics area of production vocational agriculture courses in Texas high schools. The data were obtained from questionnaires given to 50 young farmers who had been recognized by the State Association of Young Farmers of Texas for outstanding farming programs during one of the five years, 1964 through 1969. Forty-six people or 92 per cent returned completed questionnaires. The objectives of the questionnaire were to determine the level of importance of selected mechanical skills needed by successful farmers, to determine the association of selected variables (type of farming, size of farming business, age, and education) with the level of importance assigned to selected mechanical skills needed by farmers, and to formulate recommendations for establishing priorities for the selection of skills that should be taught in the mechanical area of courses in vocational agriculture. (KP)

**ED 084 461** CE 008 697

Worthington, Robert M.  
**Transition from School to Work: The Role of Career Education.**

Pub Date 15 Nov 72

Note—16p.; Speech given before the Annual Wilhelm Weinberg Seminar (14th, Cornell University, Ithaca, New York, November 15, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, Career Opportunities, Career Planning, Dropouts, Employment Opportunities, Employment Potential, Job Skills, \*Labor Market, Minority Groups, Speeches, Underemployed, Unemployed, Vocational Development, Vocational Education, \*Youth Employment

Teenage unemployment is a critical manpower problem. Youth most severely affected are minority group members and those with limited education. Many barriers stand in the way of their obtaining steady jobs: lack of training and experience, job movement, child labor laws, minimum wage standards, and competition for jobs from veterans and middle-aged women. Special measures are needed, such as a different minimum wage, manpower programs, and most importantly, career-oriented education so that those in the potential work force are trained to meet immediate needs for technological manpower. With the growth of blue collar, white collar, service- and goods-producing jobs, career education needs to prepare all students either to take a job or to enter their next step of educational preparation when they leave high school. The development of a career education system requires the accomplishment of differing objectives at each level of the existing school system.

Although vocational education has been the largest source of formal training for occupations not requiring a college education, implementation of vocational education legislation has met with some problems. Career education is more than specific job training and results in improving the transition from school to work, consequently greatly influencing the future employment picture of the country. (SC)

## CG

**ED 084 462** CG 008 205

**Suggested Curriculum Drug Abuse Education.**

Cooperative Educational Service Agency 8, Appleton, Wis.

Pub Date 72

Note—207p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Behavior Change, \*Curriculum Guides, \*Drug Education, Group Dynamics, \*Health Programs, Individual Development, Information Dissemination, Leadership Training, Learning Activities, \*Personal Values

This extensive, coded curriculum guide is based on the premise that a "people problem," not a "drug problem," exists in our schools. Activities are arranged so classroom interaction can take place with minimal teacher control. To help the teacher in his role, a booklet on group communication exercises has been prepared that can be used in coordinating these class activities. A communication exercises which this staff felt would be appropriate for use in conjunction with a particular learning activity is suggested in the course study but need not be followed. Each teacher can best judge his or her own situation and is better prepared to make an appropriate choice of exercise. Not all of the classroom activities have accompanying communication exercise suggestions. Hopefully, as a teacher becomes more relaxed in his role he will begin to incorporate some of his own ideas into exercises. This drug education program spans all grade levels from the primary grades through the late adolescent years, and stresses not only drug information, but personal health, self-awareness, trust and respect. (Author)

**ED 084 463** CG 008 315

Hyne, Susan Ann

**Innovations in Vocational Counseling: A Review of Program Descriptions.**

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date 73

Note—29p.; Student Development Report, v11 n1

Available from—University Counseling Center, Colorado State University, Fort Collins, Colorado 80521

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Planning, Counseling Programs, \*Decision Making Skills, Group Counseling, Information Retrieval, \*Information Utilization, \*Innovation, Peer Counseling, \*Program Descriptions, \*Vocational Counseling

Using four types of counseling for career development, this report describes current vocational counseling programs. The first type of counseling focuses on information and clarification of issues. Innovations within this context have centered on: improving information acquisition, retrieval, and interpretation; and varying the format in which information is presented and integrated. The second type of counseling deals with a specific problem by focusing on decision-making skills while the third type views counseling as a continual process of development and adaptation. The fourth type of counseling stresses an individual's use of personal resources to influence his own occupational development. The report reviews current literature, presentations at professional meetings, and program descriptions from a recent survey on outreach programming. The report concludes that vocational counseling programs are attempting to reach larger numbers of students through groups with peer leadership which offer longer term exposure to more comprehensive career materials and processes. (Author/LAA)

**ED 084 464** CG 008 454

Arndt, Hilda C. M.

**Preparing Today's Child for Tomorrow's World Through Better Use of Community Resources.**

Pub Date Oct 73

Note—17p.; Paper presented at the International Conference of Pupil Personnel Workers (New Orleans, Louisiana, October 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Cooperation, \*Community Resources, Interagency Cooperation, Pupil Personnel Workers, \*School Community Cooperation, \*School Community Relationship, \*Social Responsibility, \*Student Development

The interdependence of the school and other community institutions is viewed as undergirding the school's primary function of helping children acquire competence in meeting their life tasks and in adapting creativity to change. First, community conditions may impinge upon a child's capability, and freedom to learn. It is argued that instructional inputs highly incongruous with prior experiences of disadvantaged children disrupt sequential learning. Identification by pupil personnel workers of target groups of pupils presenting a cluster of interrelated problems and community strains can lead to interventive strategies of primary prevention. Collaboration between schools and other community agencies is also viewed as contributing to preparation of students to assume social responsibility as adult citizens. The third aspect of interdependence relates to collaboration in behalf of individual children experiencing difficulty in school, stressing the necessity for involvement of parents and children in referrals to community agencies, security in one's professional role and respect for the contributions of others, and issues in group deliberation and planning. Pupil personnel workers must give effective leadership within both school and community to enhance children's motivation and opportunities to learn. (Author/CJ)

**ED 084 465** CG 008 460

Diamond, Michael Jay Shapiro, Jerrold Lee

**Toward the Long-Term Scientific Study of Encounter Group Phenomena: I. Methodological Considerations.**

Pub Date Apr 73

Note—11p.; Paper presented at the Western Psychological Association Meeting (53rd, Anaheim, California, April, 1973)

Available from—Michael Jay Diamond, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Group Behavior, Group Dynamics, Group Experience, Group Relations, \*Research Criteria, \*Research Methodology, \*Sensitivity Training, \*T Groups

This paper proposes a model for the long-term scientific study of encounter, T-, and sensitivity groups. The authors see the need for overcoming major methodological and design inadequacies of such research. They discuss major methodological flaws in group outcome research as including: (1) lack of adequate base rate or pretraining measures; (2) failure to include a matched control group; (3) lack of truly independent observers; (4) failure to control adequately for test reactivity and obtrusive observer effects; (5) failure to employ dependent measures consistent with the group goals; and (6) failure to include followup. The authors attempt to avoid these pitfalls in the model experimental paradigm which they present. The model includes: (1) determination and specification of group goals; (2) screening of group members; (3) pre-testing; (4) experimental treatment; (5) post-testing; (6) followup testing; (7) long-term followup testing; and (8) an analysis of data. (WSK)

**ED 084 466** CG 008 473

Katz, Marsha G. Messe, Lawrence A.

**A Sex Difference in the Distribution of Oversufficient Rewards.**

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; Michigan State Univ., East Lansing.

Pub Date May 73

Note—10p.; Paper presented at the Midwestern Psychological Association Meeting, 9-11 May 1973, Chicago, Illinois

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior, \*Behavioral Science Research, College Students, Females, \*Group

Behavior, Males, Psychological Patterns, \*Rewards, \*Sex Differences

The present research examined possible sex differences in the relative strengths of the norms of equity and equality as determinants of reward distribution behavior. The subjects of the study were 72 male and 78 female undergraduate students. It was predicted that females would be more concerned with equality than males. Results supported the hypothesis since males divided money equally with a co-worker with equal inputs only when the total amount of reward was congruent with an internal standard of equitable pay; when reward level exceeded this amount, they gave more than 50% to themselves. Females, however, always divided the reward equally. (Author/LAA)

ED 084 467 CG 008 474

Kearns, Patricia M.

**Drug Dependence—A Comparative Study to Discover Significant Factors Relating to Interpersonal and Intrafamilial Relationships Prevalent in a Group of Trainees at Fort Sam Houston, Texas.**

Pub Date Aug 73

Note—90p.; M.S. thesis in Health Care Administration, Trinity University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Drug Abuse, \*Family Relationship, \*Interpersonal Relationship, \*Masters Theses, Military Service, \*Predictor Variables, Psychological Characteristics, Student Teacher Relationship

This thesis is an analysis of data concerning drug usage among three groups of young soldiers and isolates significant factors relating to characteristic interpersonal and intrafamilial relationships prevalent in these groups. Those soldiers dependent on drugs all came from families that they considered disharmonious. The following variables discriminated drug-dependent individuals: family relationship, father relationship, neighborhood status, teacher relationships, school preference, opium usage, barbiturate usage, marihuana usage, arrests, convictions, whether the natural parents were living, and whether the individual lived at home until the age of 16. To differentiate between drug users and non-drug users, the study derived a predictive formula consisting of family relationship, teacher relationships, marihuana usage, and arrests. The author suggests the incorporation of sophisticated testing into Army selection procedures to detect maladjusted young men. (Author/LAA)

ED 084 468 CG 008 475

Kerckhoff, Alan C. Huff, Judith L.

**Parental Influence on Educational Goals.**

Duke Univ., Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Grant—OEG-3-8-08-0053-0057(085)

Note—37p.; Paper presented at the American Sociological Association Meeting, 27-30 August 1973, New York, N. Y.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), \*Educational Objectives, \*Goal Orientation, High School Students, \*Identification (Psychological), Males, \*Parent Child Relationship, \*Parent Influence, Self Concept, Socialization

Analysis of data collected from ninth and twelfth grade boys and their parents investigates whether parent-child agreement on goals reflects parental influence. The analysis leads to the following conclusions: (1) parent-child agreement cannot be viewed as a wholly spurious basis for imputing influence; (2) agreement measures based on the child's report of the parent's goals lead to different outcomes than those based on the parent's own report; (3) the child's report of the parent's goal reflects the child's projection of his own goals onto his parents; and (4) the evidence of direct goal transmission from parent to child is stronger among older boys, but a paternal influence in the form of the son's modeling his father appears to be stronger among the younger boys. No evidence was found to support the hypothesis that agreement on goals varies with the quality of the parent-child relationship. (Author)

ED 084 469 CG 008 476

Kimball, Ronald Gelso, Charles J.

**Self-Actualization in a Marathon Growth Group: Do the Strong Get Stronger?**

Maryland Univ., College Park. Counseling Center.

Report No—RR-6-73

Pub Date 73

Available from—Charles J. Gelso, Counseling Center, University of Maryland, College Park 20742

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, \*Counseling Effectiveness, Group Counseling, \*Group Experience, Mental Health, Research, \*Self Actualization, Self Concept, \*Sensitivity Training, \*T Groups

Identifiers—\*Personal Orientation Inventory

This study examined the effects of a weekend marathon on the level of self-actualization of college students one and four weeks following their group experience. It also studied the relationship between ego strength and extent of change in self-actualization during a marathon. Generally, the group experience did increase self-actualization and the effects persisted through the fourth week after the group. The possibility of a sleeper effect was discussed, and hypotheses were offered regarding conditions necessary for such groups to be effective. Participants' initial level of ego strength was unrelated to changes in self-actualization. (Author)

ED 084 470 CG 008 480

Pearl, Joseph H.

**The Effects of Marijuana on Human Cognition.**

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, \*Cognitive Processes, \*Concept Formation, \*Marihuana, Perception, \*Perception Tests, \*Psychological Patterns, Research, Sensory Integration, Theories

Investigating the effects of marijuana on human psychological functioning, this study differs from previous research in two ways: 1) it is concerned with relatively complex cognitive processes; 2) it has a theoretical rationale. The general hypothesis of the study states that marijuana will impair its user's ability to form and use abstract concepts. Twelve adult, male, experienced volunteer users of marijuana served as subjects for the study. To require the subjects to form and use abstract concepts in a variety of ways, the study administered the following tests: letter series, word grouping, conceptual clustering memory, closure speed, embedded figures, size-weight illusion, water-jar, hidden word, and anagram. Of the seven tests, results partially or strongly supported five, failed to support one, and rejected one. In general, the study demonstrated drug-induced impairments with dosage level constituting an important factor in determining the results. (Author/LAA)

ED 084 471 CG 008 482

Reardon, Robert C. And Others

**Curricular-Career Information Service (CCIS): Development and Evaluation of the Pilot Project, 1972-1973.**

Florida State Univ., Tallahassee. Div. of Student Affairs.

Pub Date 17 Aug 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Planning, \*College Students, Curriculum, \*Decision Making, \*Information Services, Instructional Materials, Occupational Guidance, Pilot Projects, Resources, Self Evaluation, \*Student Developed Materials

The Curricular-Career Information Service (CCIS) was an outreach, self-managed, multi-media based career guidance program designed for lower division college students. CCIS offered students basic information about career decision-making, a self-assessment experience, a large collection of curricular-career information, and information about campus and community referral resources. Various types of media, including audio and video cassettes, slidetapes, and printed materials were used. CCIS was staffed by residence hall RA's and a Career Guidance Specialist. Both process and product evaluations were carried out. In the product evaluation, CCIS users were significantly better able to identify and use career development resources, and had learned more about the career decision-making process than CCIS non-users in both Landis and a comparison (no treatment) residence hall. No other significant differences appeared in the data provided by various instruments. The conclusion

was that CCIS had been successful in moving through its establishment phase of development and in meeting some of the important goals identified for the pilot year. The decision has been made to continue CCIS for 1973-1974, and it is currently being modified and expanded. (Author)

ED 084 472 CG 008 490

**1972 Iowa Guidance Accountability Study.**

Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, \*Educational Accountability, \*Guidance Programs, \*Guidance Services, \*Questionnaires, School Districts, \*State Surveys

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

To develop and implement guidance accountability projects for the State of Iowa, this committee used a two-phased approach. Phase One involved assessing the status of guidance services provided by each school district in the state. The second phase surveyed a sample of students, the consumers of guidance services. The committee developed and administered two questionnaires, one for the school districts and one for the students, to assess the following guidance services on the secondary school level: counseling, information, appraisal, and placement services; group services to students; secretarial assistance; referrals and community relations; and research. Consultation, counseling, and coordination constituted the considerations for elementary level services. The reporting format does not include any statistical techniques nor item by item analysis but does provide the reader with actual data and an overview of the results. (Author/LAA)

ED 084 473 CG 008 491

**Kindergarten through 12th Grade Project in Career Development and Bridging the Gap Between School and Work: Final Report.**

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Report No—0-361-0159

Pub Date 12 Sep 73

Grant—OEC-0-71-0526

Note—106p.

Available from—Career Development Project, Watertown Public Schools, 435 Tenth Avenue Northwest, Watertown, South Dakota 57201

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Career Education, Career Planning, \*Counselor Training, Decision Making, Elementary School Students, High School Students, \*Individual Development, \*Inservice Programs, Junior High School Students, \*Vocational Development

Divided into four phases, this project in career education includes the following aspects: planning of project policies and activities and securing resource materials; orientation of the school district staff to the project; integration of occupational information, exploration, and career education concepts into the curriculum, identification of potential dropouts, intensive occupational counseling for all junior and senior high school students; and data collection for the final evaluation and dissemination of project materials. Placing more emphasis on counseling in the classroom and bringing the teacher counselor team into a closer working relationship constituted another goal of the project which created change in two major areas: counseling through local and statewide inservice programs, and curriculum through a K-12 program of occupational information, orientation, and exploration. (Author/LAA)

ED 084 474 CG 008 492

**Curriculum Model for Preventing Dropouts, Grades 9-12.**

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—\*Academic Education, Administrative Personnel, \*Curriculum Guides, Dropout Identification, \*Dropout Prevention, \*High School Students, Inservice Teacher Education, \*Models, Physical Facilities, Vocational Education

Intended to assist school administrators and supervisors in designing instructional programs for dropout-prone students, this report lists recommendations for developing dropout prevention programs in various subject areas. It contains the following components: objectives; inservice education for teachers; physical facilities and equipment; outline of topics; classroom learning activities; library services; guidance services; extracurricular activities; summer schools; community involvement; and a bibliography of instructional materials. In addition, the report offers information describing those characteristics helpful in identifying dropout-prone students. The special problems faced by married students and pregnant teenagers also receive attention. The author discusses the responsibilities of each member of the faculty in the educational program designed to reduce the number of dropouts. (Author/LAA)

**ED 084 475** CG 008 493  
Disruptive Students.

New York State Education Dept., Albany. Bureau of Social Studies Education.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Alternative Schools, Behavior Problems, \*Discipline Problems, \*Elementary School Students, Individualized Instruction, Legal Problems, Misbehavior, Police School Relationship, Resource Centers, School Community Relationship, \*Secondary School Students, \*Special Classes

This report suggests that the school program for disruptive students should be intertwined with the total educational policy and resources of the school district and advocates individualized instruction, resource rooms, and staff participation in curriculum planning to aid the disruptive student. The report highlights the importance of good relationships with community agencies and the police. In its discussion of legal aspects and security measures, the report stresses that all students, policemen, and school officials should know their rights and responsibilities. Sensitive administrative procedures and the inclusion of students, faculty, and community in establishing regulations can prevent many student disruptions. To aid in identification and prevention of potentially disruptive situations, school districts need clearly written policy statements on special classes, special schools, and alternative schools. The report concludes with several helpful illustrations of how various school districts have tried to deal with disruptive students. (Author/LAA)

**ED 084 476** CG 008 494

To Extend the Drug Abuse Education Act of 1970 for Three Years. Hearings Before the Select Subcommittee on Education On H. R. 4715.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—391p.; Committee print

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Drug Abuse, \*Drug Education, \*Federal Legislation, \*Government Publications, Government Role, \*Health Education

This publication of Congressional hearings held in May and June, 1973, in Washington, D.C., Miami, Florida, and Millersville, Pennsylvania, presents the text of House of Representatives Law 475, Public Law 91-527 and hearing statements on these laws by many persons from Congress, state legislatures, and educational fields. (CJ)

**ED 084 477** CG 008 497

Sperry, Len  
Differential Variables in the Selection of Clients.

Pub Date [71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cognitive Processes, \*Counseling Effectiveness, \*Demography, Individual Characteristics, \*Literature Reviews, Motivation, \*Personality, \*Selection, Socioeconomic Status

The age old question about what it is that constitutes a "good" candidate for counseling has yet to be answered satisfactorily. A number of stereotyped notions and rules-of-thumb criteria have been proliferated over the years, sometimes to the detriment of certain types of clients. On the other hand, a growing body of research is available to both the researcher and the practitioner. A central theme of this article is that some rule-of-thumb schemas, such as YAVIS, do not stand up well against the available research data. This article reviews and summarizes research on the following variables: age; marital status; sex; social class; expectancy; intelligence; sensory modality; cognitive style; level of education; level of moral development; motivation; readiness; similarity to counselor; diagnosis; and severity of adjustment. (Author/LAA)

**ED 084 478** CG 008 498

Van Dusen, William D. O'Hearne, John J.

A Design for a Model College Financial Aid Office.

College Entrance Examination Board, New York, N.Y.

Pub Date 73

Note—66p.; Revised

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC-\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Advisory Committees, \*Centralization, \*College Students, Community Relations, Educational Finance, \*Financial Services, Organization, \*Program Administration, Student Loan Programs, \*Student Personnel Services  
Identifiers—\*College Entrance Examination Board

This report discusses the current types of financial aid and the principles and practices that guide college financial aid programs. Although specific functions vary among institutions, the authors cite a common core of operational activities: counseling about student expenses and financial aid opportunities, general administration, student motivation and resources development, and research. They agree that centralization improves operational process. The authors encourage a good working relationship with off-campus agencies as well as the following university offices: advisory committees of faculty and staff; directors of registration, records, and data processing; dean of students' office; counseling, testing, and health centers; office of development; and office of alumni affairs. The report concludes with a discussion of application forms and of a central processing system for evaluating student need. (Authors/LAA)

**ED 084 479** CG 008 499

In-School Youth Manpower: A Guide to Local Strategies and Methods. Final Report.

Systems Research Inc., Lansing, Mich.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—DLMA-42-26-72-09-1

Pub Date Jul 73

Contract—OEC-42-26-72-09-01

Note—83p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Ancillary Services, Career Planning, \*Job Skills, \*Manpower Utilization, Models, Occupational Guidance, Program Administration, \*Program Content, \*Work Experience Programs, \*Youth

Identifiers—\*Neighborhood Youth Corps

Intended for use by individuals responsible for establishing and directing youth school/work programs, this manual presents the following ten functions important in any youth school/work program: enrollee entry, enrollee orientation; employer entry; employer orientation; matching and alignment; program monitoring; counseling; supportive services; program administration; and community linkages and public relations. The manual discusses each function in terms of activities to undertake and reaching specified objectives. Through presentation of eight models based on actual operations of In-School Neighborhood Youth Corps programs, the manual examines the following eight areas of emphasis: self-image development, vocational skills, enrollee involvement, income maintenance, community responsibility, academic skills, career exploration and workmanship training. (Author/LAA)

**ED 084 480** CG 008 500

Vocational Rehabilitation Services: Oversight Hearing Before the Select Subcommittee on Education on Future Directions of the Rehabilitation Services Administration.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Aug 73

Note—93p.; Ninety-third Congress, 1st Session

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Federal Aid, \*Federal Legislation, Financial Support, Handicapped, \*Rehabilitation Programs, Resource Allocations, Sheltered Workshops, \*Social Services, State Action, \*Vocational Rehabilitation

This report covers the proceedings of a hearing on the Rehabilitation Act of 1973, a bill to authorize grants for vocational rehabilitation services. A discussion of funding, state and federal responsibilities, grants, administration, evaluation, and the establishment of an Office for the Handicapped ensues. The bill calls for research, training, construction of rehabilitation facilities, vocational training services for handicapped individuals, a sheltered workshop study and a national center for deaf-blind youths and adults. The report concludes with statements by Mr. James Dwight, Administrator of Social and Rehabilitation Services, and by Congressional Representative Barry M. Goldwater, Jr. (California). (Author/LAA)

**ED 084 481** CG 008 501

Volunteers in College and Career Information (VICCI). Evaluation Report.

San Francisco Unified School District, Calif.

Pub Date Jun 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Planning, \*College Choice, College Programs, \*Educational Planning, \*Guidance Services, High School Students, Information Services, Program Evaluation, \*Volunteers, Volunteer Training

This booklet discusses an ancillary guidance program, staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers provide information on college programs, financial aid, admission selection procedures, catalog interpretation, application completion, and meeting testing and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, staff, and volunteers show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resource materials used by the program. (Author/LAA)

**ED 084 482** CG 008 502

Klingelhofer, Edwin L. Hollander, Lynne  
Educational Characteristics and Needs of New Students: A Review of the Literature.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-5-0248-10-18

Pub Date 73

Contract—OEC-42-26-72-09-1

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Aptitude, College Students, Curriculum, Demography, \*Disadvantaged Youth, Ethnic Groups, \*Literature Reviews, \*Social Influences, \*Student Characteristics, \*Student Needs

This report summarizes and assesses secular and scholastic characteristics of students new to higher education. The report includes a review of the literature from 1960 through 1971 in an attempt to offer suggestions for new educational programs, services, tactics, further research, and educational models sensitive to the needs of new students. Reviewing the scholastic or cognitive attributes of new students, the report considers the following dimensions: academic skills, study skills, coping behavior, background data, and intellectual functioning. The report then considers the following noncognitive variables: deferment of gratification, economic factors, motivation and aspiration, locus of control, self-concept, and social influences. The report categorizes the data by

ethnic groups and sex, and suggests curricular implications and recommendations. (Author/LAA)

ED 084 483 CG 008 507

Caron, Herbert S.

**Crisis Re-entry Counseling with Veterans Returning from Southeast Asia: Strengths and Difficulties of the Outreach Goal.**

Pub Date 73

Note—8p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada and titled *Intervention as a Problem in Evaluation*

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adjustment Counselors, \*Adjustment Problems, \*Counselor Role, Counselor Training, Crisis Therapy, Mental Health, Program Descriptions, \*Veterans

Outreach counseling was offered to 83 veterans just returning from Vietnam and outcomes were compared with those of 68 matched controls. Capitalizing on the crisis or stress of the re-entry, service was offered to all veterans returning to Cleveland. Counselors' initial relationships with veterans tended to be built on short term assistance with concrete problems of adjustment; the overall objective, however, emphasized preventive mental health and growth. This two-part paper concentrates on operational difficulties encountered. The outreach counselor's role often entails pursuit of a reluctant but hurting client, and the uncertainty and frustration of this role may unduly center the counselor's attention on avoiding a breach in the relationship. To maintain contact with the client, counselors often emphasized tangible objective services (e.g. help with GI Bill) and avoided personal problems. Yet the outreach counselor, though avoiding personal issues, is in a unique position to observe the client's needs and problems, resulting in some conflict. Intensive training, support, and supervision are needed in carrying out the difficult but therapeutically powerful role of re-entry counselor. Some evidence was obtained to indicate that verbal facility and prior training in human relations were essential qualifications for counselors. (Author)

ED 084 484 CG 008 510

Dubin, Samuel S.

**Updating and Mid-Career Development and Change.**

Pub Date 73

Note—13p.; Paper presented at the American Psychological Association Meeting, 26 through 31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Change, \*Expectation, Job Skills, \*Obsolescence, Occupational Mobility, \*Organizational Change, Organizational Climate, \*Professional Training, Speeches

Mid-career is a time period when the knowledge and skills acquired during a collegiate education begin to approach obsolescence unless constantly renewed. Several studies had reported that peak performance of engineers and scientists occurs in the thirties and early forties. If these observations are correct, the updating process must be viewed as critically important during the mid-career period. An educational model is presented for keeping up-to-date. It consists of both motivational and work environment variables. The principal motivational no-treatment approach for understanding professional updating is by the use of expectancy theory. The environmental variables consist of: organizational climate, supervisory-subordinate relationships, the job itself, peer interaction and company policy. (Author)

ED 084 485 CG 008 512

Feltham, D. W. And Others

**Teacher and Administrator Opinion Survey of Guidance Services in the Secondary School.**

Calgary Separate School Board (Alberta).

Pub Date Oct 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Attitudes, Guidance Objectives, \*Guidance Services, \*Program Evaluation, Secondary Schools, \*Surveys, \*Teacher Attitudes

The teacher and administrator perceptions of various aspects of guidance services were examined by means of a questionnaire given to 145 administrators and 863 teachers. The questionnaire contained 50 items based on counselors' ra-

tionale and their specific functions. The first 21 items were rated on a seven-point scale; in the remainder, the respondent checked those items from a list that he viewed as important in his school, and in improving guidance services. Means were calculated for the seven-point scale items, and frequencies tabulated for the other items. Teachers and administrators, teachers and department heads, and junior and senior high schools were compared. It was found that both teachers and administrators perceived the guidance services positively, although administrators were frequently more positive. Another significant difference appeared between senior and junior high school responses; however, both were positive. (Author)

ED 084 486 CG 008 513

Gamsky, Neal R. And Others

**An Effective Team Approach to Pupil Services Programs for Wisconsin.**

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—78p.; Bulletin No. 3396

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Attendance, Counseling Services, \*Pupil Personnel Services, Social Adjustment, \*Specialists, \*Special Services, \*Student Improvement, Student School Relationship, \*Team Training

The purposes of this research monograph are to present a pupil personnel model that evolved from five years of testing and evaluation, to present the major aspects of stages in developing the model, and to present data regarding the function of pupil services and the instruments and methodology employed in evaluating the effect of these services. Subjects were 2,300 K-12 students in public, private and parochial schools in Wisconsin and 1,171 staff whose primary function was classroom instruction. As a result of the study: (1) exemplary services were established in schools with little or no service; (2) the team model emerged as the answer to need and budgetary capabilities of local school districts; (3) an increase in number of children referred indicated a growth in teacher awareness; (4) children improved significantly in achievement, personal adjustment and attendance with amount of improvement contingent on length of time the child was receiving pupil services; (5) children referred for services did not improve on measures of aptitude and social adjustment; and (6) the team approach was found to be more effective than the isolated pupil service worker approach. (Author/LP)

ED 084 487 CG 008 522

Miller, Sheila J.

**Parent Child Relations and Women's Achievement Orientations.**

Spons Agency—Kansas Univ., Lawrence.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 73

Note—12p.; Paper presented at the American Sociological Association Meeting, 27 through 30 August 1973, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement, Achievement Need, Family Influence, Females, Goal Orientation, \*Motivation, Occupational Aspiration, \*Parent Child Relationship, \*Parent Influence, Sex Differences

This speech relates the results of a study designed to discover what combination of loving-or-rejecting and casual-or-demanding mothers and fathers is likely to produce the highest achievement orientations among girls and what combination of parent-child relations is least productive of achievement orientations. The data for this study came from the questionnaire responses of 949 girls who were seniors in high school in 1967. The self-administered questionnaire included a scale of parent-child relations as well as measures of actual achievement (average high school grades) and aspirations for achievement (educational and occupational expectations). The highest overall achievement orientation was found among girls whose mothers were loving and demanding while their fathers were rejecting and casual. In contrast the lowest achievement-oriented girls had mothers who were rejecting and casual and fathers who were loving and

demanding. This reversal demonstrates that the particular combination of relationships with both parents is an important element in the achievement orientations of young women. The combinations of parent-child relations associated with high achievement orientations for girls was markedly different from those for boys. (Author/LP)

ED 084 488 CG 008 523

Parker, Paul J.

**The Systematic Desensitization of High Debilitating Test Anxious College Students by Relaxation and Assertion.**

Pub Date Apr 73

Note—12p.; Paper presented at the Southwestern Psychological Association Meeting, 4 April 1973, San Antonio, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anxiety, Attitudes, Behavior, \*Behavior Change, College Students, \*Desensitization, \*Progressive Relaxation, Psychotherapy, \*Testing Problems

Identifiers—\*Achievement Anxiety Test

The present study compared the effects of assertion with that of progressive relaxation training in systematic desensitization. Nineteen Ss were selected on the basis of exemplifying high debilitating test anxiety according to Alpert and Haber's (1960) Achievement Anxiety Test. Results showed that test anxious Ss who received either relaxation or assertive training experienced a significantly greater reduction in debilitating test anxiety on both the post- (p less than 0.001) and six week follow-up (p less than 0.01) measures than no-treatment control Ss with corresponding pre-treatment scores. Although the post-treatment measure indicated that relaxation was significantly more effective than assertion, the six week follow-up failed to reveal a significant difference between the two parameters. In addition, assertive training was shown to bring about a significant reduction in test anxiety in almost half the time as relaxation. (Author)

ED 084 489 CG 008 530

Whitmore, Joanne Rand

**The Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-36

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Behavior Change, \*Discipline Problems, Elementary School Students, Leadership, Locus of Control, Low Income Groups, Models, Peer Groups, \*Reinforcement, \*Self Concept, Social Behavior, Student Attitudes, \*Youth Leaders

A student leadership program was implemented in an elementary school to increase the social value of constructive (appropriate) classroom behavior and to generate more positive pupil attitudes toward self and school. The specific aims of the intervention were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve classroom climate. The Ss were low-income black students in grades 4, 5 and 6. Eight teachers and 280 peers identified 64 actual or potential social leaders who were randomly assigned to experimental or control conditions. Teachers classified the Ss as generally positive or negative in attitudes and behavior. The effects of the intervention upon attitudes of leaders were determined by measures of self-concept, locus of control, social efficacy, and attitudes toward school. Periodically, subject behavior was rated by teachers and coded by naive observers. Participation as leaders did reduce the tendency of subjects with negative attitudes and behavior to become increasingly negative. Males, especially, increased their sense of efficacy and internal acceptance of responsibility. The highest post-intervention self-reports came from the most successful leaders (as ranked by the experimenter). (Author/LP)

ED 084 490

CS 000 801

Ruddell, Robert B.

Reading-Language Instruction: Innovative Practices.

Pub Date 74

Note—640p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$10.95)

Document Not Available from EDRS.

Descriptors—Content Reading, Decoding (Reading), Educational Planning, Elementary Grades, \*Language Arts, \*Language Development, Language Patterns, \*Reading, Reading Comprehension, Reading Instruction, Reading Programs, Reading Skills, Spelling Instruction, \*Teaching Techniques

This book is designed specifically for preservice and inservice teachers who wish to improve their reading-language arts instruction. Topics discussed in the sixteen chapters are: the reading-language teacher's role in an age of change; a communication framework; dynamics of language; children's language development; reading-language programs; language as experience; increasing language control; classroom development; descriptions of nonstandard and second-language related dialects of inner-city children, with suggestions for developing appreciation of varied language forms; formulation of decoding and spelling based on recent linguistic and psychological knowledge; development of an innovative approach to comprehension and critical thinking instruction through comprehension levels, comprehension competencies, and questioning strategies; approaches to developing independent reading in the content areas; examination of children's literature, emphasizing the importance of literature and response; development of the concept of reading miscue analysis; classroom organizational plans; and the use of tutors, teaching assistants, and parents to individualize reading-language instruction. (WR)

ED 084 491

CS 000 810

Huus, Helen, Comp.

Evaluating Books for Children and Young People. Perspectives in Reading No. 10.

International Reading Association, Newark, Del.

Pub Date 68

Note—142p.

Available from—International Reading Association, 6 Tyne Avenue, Newark, Del. 19711 (Order No. 100, \$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescent Literature, \*Children's Books, Content Analysis, \*Evaluation Methods, Evaluation Techniques, \*Literary Analysis, \*Literary Criticism, \*Reading Material Selection

This volume is intended to help teachers recognize the criteria for evaluating books and to assist the learners in their classrooms in developing skills. The book is divided into three sections. The first presents an overview of literary criticism with chapters entitled "Critical, Fact, Fiction" and "The Writer and His Craft." The second section examines criticism of juvenile literature and includes chapters entitled "Developmental, Interest, and Reading Levels," "From Analysis to Reaction," "Translations of Traditional and Modern Material," and "Literary Criticism Abroad." The final section examines criticism of books for young people with chapters on "Analysis of Teenage Books," "Selection of Adult Books for School-Age Readers," "Relevancy of Content to Today's Students," and "Media for Disseminating Critiques." The book concludes with a selective list of aids for choosing books for children and young people, a bibliography of books for children, and a bibliography of books for young people. (HOD)

ED 084 492

CS 000 816

Hiller, Jack H.

Effectiveness of Various Prose Study Techniques as a Function of Text Readability, and Individual Differences.

Pub Date 73

Note—41p.; Unpublished report of research conducted at the Southwest Regional Laboratory for Educational Research and Development

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Learning, Memory, \*Questioning Techniques, \*Readability, Reading, \*Reading Research, Reading Skills, \*Recall (Psychological), Retention, \*Retention Studies, Study Skills

Immediate and two-week retention were studied as a function of three levels of text readability and two levels of inserted post question (IPQ) difficulty. The IPQ treatment was modified to permit review of text after question answering. A traditional control group was required to read without marking lesson pages; and a second control was permitted complete freedom to study. Both IPQ treatments produced significantly inferior acquisition of content incidental to the IPQs for the two lessons having below average readability. For the average readability lesson, only the difficult IPQs produced significantly lower acquisition. Treatment differences diminished to non-significant levels on two-week retention. Learning decrement was correlated with test anxiety and self-confidence in the difficult lessons but not in the average readability lesson. (Author)

ED 084 493

CS 000 819

Pitman, James

Let's Clear the Clutter: The Need to Bury Antiquated Ideas in Order to Accept the New. Foundation Publication No. 12.

Initial Teaching Alphabet Foundation, London (England).

Pub Date 70

Note—12p.

Available from—The ita Foundation, 154 Southampton Row, London, W.C. 1 (1s)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Intelligence Quotient, \*Language Ability, Orthographic Symbols, \*Reading, \*Reading Ability, Reading Achievement, \*Reading Failure, \*Reading Improvement, Reading Instruction, Reading Skills, Socioeconomic Background

In this paper the author examines the more commonly accepted causes of failure in reading and argues that all of them are related to and explained by two major problems: the lack of proficiency in the spoken language and traditional orthography, the medium in which reading is most commonly taught. Each of the factors generally accepted as affecting the child's future success is discussed. These factors and the author's reaction to them are: (1) The spurious nature of the correlation between IQ and reading ability should be recognized and linguistic competence brought into the equation. (2) The correlation between socioeconomic level and reading success is as irrelevant to success in learning to read as linguistic competence is relevant. (3) It is the language spoken orally around the child, not the literature in the home, which is the factor relevant to correlation. (4) The correlation between emotional stability and reading should be classed on its own. (5) Physical amenities of the home should be looked at in terms of language usage in the home, not whether tap water flows. (6) Maturity of the learner relates to success in reading only indirectly through language and associate experiences. (WR)

ED 084 494

CS 000 823

Cole, Frederick Muckian

The Construction and Evaluation of Lessons for Teaching Fifth Grade Children to Identify the Special Meaning of a Word in Accordance with Context Requirement.

Pub Date 73

Note—236p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,542, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 5, Reading, \*Reading Comprehension, \*Reading Improvement, Reading Materials, \*Reading Research, Reading Skills, Vocabulary, \*Vocabulary Development, \*Vocabulary Skills

The purpose of this study was to construct and evaluate lessons designed to teach a given number of words and the multiple meanings associated with each word. Methodologies employed in the presentation of the lessons were also evaluated. Four treatment groups were established: group 1 used the author-constructed lessons in a team learning situation, group 2 used

the author-constructed lessons individually under teacher guidance, group 3 used the words which were employed in the author-constructed lesson in any way the teacher desired, and group 4 used neither the author-constructed lesson nor the list of words. Twenty lessons were designed with each lesson involving twenty minutes per day. At the end of instruction the students had been exposed to 80 words with 4 meanings each for a total of 320 meanings. The sample in this study included 21 fifth grade classes located in different schools. Some of the results indicated that: in vocabulary there was a statistically significant difference in favor of the author-constructed material, there was no statistically significant difference between the control and experimental group in comprehension, and the two treatment group using author-constructed material showed statistical significance over the control groups in multiple meaning words. (Author/WR)

ED 084 495

CS 000 824

Collingwood, Madeline Duckworth

A Descriptive Analysis of Reading Achievement Levels in Grade Four—A Follow-Up of a Three Year Experimental Study of Factors Affecting Learning to Read.

Pub Date 72

Note—228p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-13,230, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Decoding (Reading), \*Developmental Reading, Directed Reading Activity, Doctoral Theses, Grade 4, Longitudinal Studies, Reading, Reading Ability, \*Reading Achievement, Reading Comprehension, Reading Development, Reading Materials, \*Reading Programs, \*Reading Research, \*Reading Skills

This study was a follow-up of a three year longitudinal study of factors affecting learning to read. It examined the efficacy of four different approaches to beginning reading instruction on subsequent reading achievement in grade four. Major purposes were to determine what effect maturation and exposure to a non-experimental typical grade four classroom environment had on the achievement of four post-experimental groups (45 Scott, Foresman; 45 Lippincott; 45 i/u-a-Merrill; and 45 Phonics and Word Power [PWP] pupils) and then to compare their reading and other pertinent achievement with that of a group of 45 randomly selected non-experimental students. The Stanford Achievement Test, Intermediate I Battery, Form W, given in October and Form Y given in February, yielded two sets of scores for Word Meaning, Paragraph Meaning, Spelling, Word Study Skills, Language, Arithmetic Computation, Arithmetic Concepts, Arithmetic Application, Social Studies, and Science. After six months some of the significant differences between groups included: the Lippincott group remained significantly higher than the PWP group in Word Meaning; the Lippincott group scored higher on Language than the similar average IQ PWP group; and in Word Study Skills both the Lippincott and the i/u-a average IQ group scored higher than the Scott, Foresman high IQ group. (Author/WR)

ED 084 496

CS 000 825

Comunale, Anthony Sabato

Visual Selectivity in Reading: A Study of the Relationship between Eye Movements and Linguistic Structure.

Pub Date 73

Note—90p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-22,792, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, Doctoral Theses, Eye Fixations, \*Eye Movements, Eye Regressions, Linguistic Patterns, Reading, Reading Processes, \*Reading Research, \*Reading Skills, \*Sentence Structure

Three major hypotheses were tested in this study: (1) there will be a greater frequency of forward and backward eye fixation for that linguistically defined area of a selected experimental sentence which contains the verb, as compared to either the area of the subject or the area of the



object of the verb; (2) there will be differences in the average durations of forward and backward eye fixations for the linguistically defined areas of the selected experimental sentences; and (3) there will be no differences between average eye fixation durations which occur in the three position-defined selected experimental sentences. Ten subjects were selected from students and staff at the University of Massachusetts. Twenty active sentences printed in standard elite type were photographed and presented to the subject by means of a rear screen projection technique. The results led to the rejection of hypotheses one and two. Hypothesis three was accepted. Some of the major conclusions were that when using average fixation time as a dependent measure the subjects were visually selective, and that current methodological approaches to the study of this kind of phenomena are inadequate. (Author/WR)

ED 084 497 CS 000 826

Crandall, Audrey Hackett

A Comparison of Reading Attitude and Reading Achievement among First Grade Children in Open Concept and More Formal Classes.

Pub Date 73

Note—144p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-26,572, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, \*Beginning Reading, Doctoral Theses, Grade 1, Individualized Reading, \*Open Education, Reading, Reading Ability, \*Reading Achievement, Reading Programs, \*Reading Research, Reading Skills, Sex Differences

The purpose of this study was to investigate whether there were significant differences in the reading attitude and reading achievement of first grade children in open concept classes which utilized an individualized language experience approach to reading as compared to children who were instructed in basal series in more formal classes. The subjects were 188 first grade aged children who attended six open concept and six more formal classes. The subjects were pre- and post-tested with the Reading Attitude Inventory and the Stanford Early School Achievement Test, Level II. The Pintner-Cunningham Primary Test was used to determine the mean intelligence quotients of both groups. The results indicated that no significant differences existed in reading attitudes of children in experimental or control groups. Mean gain scores favored the girls of the experimental group. There appeared to be little evidence that first grade children learning to read in an open concept class using individualized reading do less well than children instructed in basal series in more formal classes; in terms of individual growth they may exceed such children. (Author/WR)

ED 084 498 CS 000 827

Greenhill, Neil Jon

The Relationship Between Language, Categorization, and Primary Dyslexia.

Pub Date 73

Note—125p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-24,576, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Children, Doctoral Theses, \*Dyslexia, Language Handicaps, Learning Disabilities, Reading, \*Reading Ability, \*Reading Difficulty, \*Reading Failure, \*Reading Research, Reading Skills

The purpose of this study was to determine whether primary dyslexic children are impaired equally in the areas of language and cognition and to assess the value of verbal cues in raising the dyslexic group's performance on word-retrieval tasks. Two groups of male children were used in the investigation. The experimental group consisted of primary dyslexic children. The children in the control group were a clinical sample who had no reading deficits. Both samples were matched with respect to chronological age and intelligence. The mean age of the samples was thirteen years and the two groups were judged to have average intelligence. The treatment variables were: success in retrieving target words with

the aid of verbal clues, the grouping and matching of verbal information, and the grouping of the same information in picture form. The results indicated that the dyslexic group was more handicapped in the retrieval of target words than in classifying information. Also, the variation in the number of clues presented seems to have a greater relationship to the number of target words retrieved than the variation in the type of clues for both groups. (Author/WR)

ED 084 499 CS 000 828

McClure, Milton Andrew

A Clinical Approach to Remedial Reading in the Secondary School Using Volunteer Community Aides: A Pilot Study.

Pub Date 73

Note—114p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,582, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Paraprofessional School Personnel, Reading, Reading Diagnosis, Reading Difficulty, \*Reading Improvement, \*Reading Instruction, \*Reading Research, Reading Skills, \*Remedial Reading, Secondary School Students, \*Teacher Aides

The purpose of this study was to determine whether remedial reading classes at the high school level in which paraprofessionals were used, under the direct supervision of a reading specialist, would show greater improvement in reading than classes of similar students where the remedial reading specialist had no assistants. Fifty-four students in ungraded classes were divided into three groups: one control and two experimental. The teacher aides were trained by the reading specialist through in-service meetings, covering the use of materials, methods of instruction, and the assumption of the role of teacher aides in group 3. Four teacher aides always worked with experimental group 3. In group 3 the reading specialists diagnosed the student's reading weaknesses and prepared the lesson plans from which the aide would tutor. The aides tutored for ninety minutes a day for nine weeks. The conclusions reached included: (1) the attendance of students working with aides seemed to improve; and (2) teacher aides used properly in the classroom seem to be of value. (Author/WR)

ED 084 500 CS 000 829

Shepherd, Richard Charles

An Investigation of Selected Factors in Oral Language Performance Related to Readiness for Beginning Reading Instruction.

Pub Date 73

Note—203p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,359, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Disadvantaged Youth, Doctoral Theses, Kindergarten Children, Language Usage, Linguistic Performance, \*Oral Communication, Racial Differences, Reading, \*Reading Readiness, \*Reading Research, \*Sentence Structure

The purpose of this study was to determine the relationship of selected facets of the oral language performance of pre-first grade children to readiness for beginning reading. The oral language of two groups of kindergarten children in interaction with an adult was compared. One group was black, the other Caucasian; both were from inner-city schools. The oral language production and syntactical ability of the poverty child was investigated. The basic hypotheses of the study dealt with the relationships of the subtests of the Metropolitan Readiness Test to the total number of words used by the children, the total number of sentences used, the total number of words used in sentences, the syntactical pattern, and the percentage of occurrence of these syntactical patterns. The correlation data suggested that the relationships among the oral language factors studied were strongest among the total number of words used, the total number of sentences used, and the total number of words used in sentences. Mean length of sentences did not emerge as a significant oral language factor.

The hypothesis that there would be significant differences between the black and Caucasian children in the oral language criteria of this study did not find support. (Author/WR)

ED 084 501 CS 000 830

Solt, Marilyn J.

The Newbery Award: A Survey of Fifty Years of Newbery Winners and Honor Books.

Pub Date 73

Note—249p.; Ph.D. Dissertation, Bowling Green State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-25,143, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Books, \*Childrens Books, Doctoral Theses, Elementary Grades, \*Literary Analysis, Literary Criticism, Literary Genres, \*Literary Influences, Reading, Reading Materials, \*Reading Research

Identifiers—\*Newbery Medal Books

To survey the Newbery Award books as a group, to recognize literary qualities to discern trends and changing patterns, and to perceive the influence of the books singled out as the best in American children's literature was the purpose of this study. For ease of comparison the books were grouped according to genre. The main features of each type were discussed and books were examined in relation to the criteria and to each other. Among the findings, the study revealed that books of historical fiction and fiction showing life in other lands predominated in the early decades. A gradual progression toward the selection of realistic fiction set within the United States was observed. Over the fifty years that the Newbery Medal has been awarded, changes in subject matter and theme evolved. Settings became more functional and there was increased emphasis on characterization and theme. Young Americans were protagonists more frequently in recent years, and action shifted from the externally adventurous to the psychologically motivated. Although modifications in form, style, and technique emerged, the books, almost without exception, were well-written. (Author/WR)

ED 084 502 CS 000 831

White, Roberta Elaine Treadway

A Study of the Achievement and Retention Effects of Instructional Strategies in Orthography (Spelling).

Pub Date 73

Note—147p.; Ed.D. Dissertation, New Mexico State University

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-22,622, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Grades, Grade 5, Graphemes, \*Reading Research, \*Spelling, \*Spelling Instruction, \*Structural Analysis, Teaching Techniques

Identifiers—\*Spelling Rules

The purpose of this study was to determine the effects of treatment and prior achievement on proficiency and retention of fifth grade students in the area of spelling by comparing three instructional strategies: traditional, word-analysis, and rules generalization. Pretest data were used as baseline data for future comparisons to determine proficiency and retention and for assigning students to the lower, medium, and higher prior achievement groups. Some of the hypotheses to be tested were: (1) Spelling performance of the experimental group will not differ from that of the control group, (2) Spelling performance will not vary among prior achievement groups, (3) There will be no interaction between treatment groups and prior achievement, (4) There will be no difference in performance from the pretest to posttest 1 and to posttest 2, (5) Retention of achievement groups over a week's time interval will not differ. Fifteen words were selected randomly from "Basic Goals in Spelling" for each of the six weeks of instruction. Some of the results indicated: none of the strategies tested was found to be significantly more efficient, and retention over a seven-day time period surpassed the proficiency achieved following the instructional period. (Author/WR)

ED 084 503

CS 000 834

Thorndike, Robert L.

Reading Comprehension Education in Fifteen Countries: An Empirical Study. International Studies in Evaluation, III.

International Association for the Evaluation of Educational Achievement, Stockholm, (Sweden)

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0540

Pub Date 73

Grant—OEG-0-9-420540-4503

Note—179p.; Published by Halsted Press; See related documents ED 034 290 and ED 034 300

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15450, \$7.50 non-member, \$7.00 member)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Comparative Analysis, \*Comparative Education, \*Evaluation, Reading Achievement, \*Reading Comprehension, Reading Instruction, \*Reading Research, Secondary Education

Identifiers—IEA, \*International Evaluation Educational Achievement

This study on reading comprehension was part of a total program in which testing was also conducted in science, literature, civic education, and English and French as foreign languages at three levels—ten year olds, fourteen year olds, and those in the final year of secondary education—in fifteen countries. Two chapters describe the instruments that were developed for the project, the selection of samples to be tested, and the conduct of the testing. The remaining eight chapters discuss the results of the survey. The main findings include: (1) the reading level in the developing countries is far below that in the developed countries; (2) in the developed countries, both the reading achievement of the individual students and the average reading achievement in a school can be predicted from home and family background information; and (3) very little evidence of the impact of the school or specific school factors on the progress of students in reading is found either within a country or among countries. To summarize, good home and environmental backgrounds provide strong differentiation between countries and, within countries, between students. (TO)

ED 084 504

CS 000 835

Nevins, Rosemary J.

The Effect of Training in Letter Names, Letter Sounds and Letter Names and Sounds on the Acquisition of Word Recognition Ability.

Pub Date 73

Note—160p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-24,366, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, \*Decoding (Reading), Doctoral Theses, Grade 1, \*Phoneme Grapheme Correspondence, Phonics, Reading, Reading Ability, Reading Instruction, \*Reading Research, Reading Skills, \*Word Recognition

Identifiers—Letter Names

The purpose of this study was to investigate to what extent the knowledge of letter names, letter sounds, or the combination of both facilitates the acquisition of word recognition ability. Forty-eight first graders were pretested and posttested on their knowledge of letter names and sounds, and measures of auditory and visual discrimination ability were obtained for each child. Treatments involved a control group and the teaching of letter names, letter sounds, and the combination of these. At the end of eight weeks the subjects were randomly reassigned to one of two methods groups (whole word or phonics). At the end of three weeks, all subjects were given the criterion measure, which was a list of 20 trigrams. Some of the results indicated that: training in letter names and sounds concurrently tended to have greater positive effect on the acquisition of word recognition skills; subjects who received letter name and sound training performed significantly better than any other group; letter names were easier to learn than letter sounds for all groups regardless of training; and phonic training

seemed to be more effective than whole-word training. (Author/WR)

ED 084 505

CS 000 836

Ruddell, Robert B., Ed. And Others

Resources in Reading-Language Instruction.

Pub Date 74

Note—422p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 (\$12.95 cloth, \$6.95 paper)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Decoding (Reading), \*Language Arts, \*Language Skills, Linguistics, Nonstandard Dialects, Reading, Reading Achievement, Reading Comprehension, \*Reading Development, Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Processes, Reading Programs, Reading Research, Reading Tests

This collection of articles by experts in reading and in language arts contains nine sections: "Educational Change: New Trends and Directions" discusses humanizing teacher education, accountability and the school volunteer; "Instructional Implications from the Disciplines" discusses the reading process, Piaget and reading instruction, and the teacher's task; "Reading-Language Achievement: Socio-Ethnic Variation" looks at dialect barriers to reading comprehension, sources of reading problems and Negro speakers of nonstandard English; "Instructional Programs: An Overview" covers humanism in teaching reading, new dimensions in basal readers, new alphabet approaches, and individual reading; "Enhancing Oral and Written Language Growth" discusses oral communication, oral language activities, and children's writing; "Decoding Instruction" looks at linguistics and phonics, teaching vowels, and the use of context clues; "Comprehension and Thinking Strategies" discusses listening, reading as thinking, and reading instruction; "The Reading Program Gains Purpose through Literature" discusses folklore and literature in the elementary school; "Evaluation Diagnosis and Remediation of Reading Difficulties" discusses achievement tests, criterion-referenced tests, and individual inventory. (WR)

ED 084 506

CS 000 837

Downing, Gertrude L.

And Those Who Can't, Teach—Reading! A Task Ahead in Teacher Education.

Pub Date Nov 73

Note—3p.; Paper presented at the Annual Meeting of the College Reading Assn. (17th, Silver Spring, Md., Nov. 1 through 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, Reading, Reading Failure, \*Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Programs, Reading Skills, \*Secondary Education, \*Teacher Improvement, Teaching Quality

Identifiers—\*CRISIS

This paper discusses the general situation of reading instruction at the secondary level. The paper is divided into three sections: "Two Decades of Reading 'Programs,'" which discusses the increasing numbers of retarded readers, the claims of reading materials, and the characteristics of some of the existing reading programs; "Teacher Education and Secondary Reading," which discusses the problems that confront secondary reading instruction, the re-orientation and re-education of in-service teachers, and competency-based reading programs; and "The Learning Common, a Cooperative Approach," which discusses a Center for Reading Improvement/Students Instructing Students (CRISIS), which includes among its activities course sessions of two undergraduate courses, in-service participation, and a cooperative effort among various disciplines. (WR)

ED 084 507

CS 000 838

Daugherty, Jean

The Role of an Open Reading Lab in a Community College.

Pub Date Nov 73

Note—14p.; Paper presented at the Annual Meeting of the College Reading Association (17th, Silver Springs, Maryland, November 1-3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, \*Community Colleges, \*Individualized Reading, \*Learning Laboratories, Paraprofessional School Personnel, Reading, Reading Development, \*Reading

Improvement, Reading Instruction, \*Reading Programs, Reading Skills

The open reading lab program at Muskegon Community College includes: (1) student/instructor interview; (2) test diagnosis; (3) student/instructor conferences discussing test results, self-evaluation, and student program development; (4) supervised lab work; (5) student/instructor bi-weekly conferences assessing performance and progress; and (6) final conference evaluating total experience. Entry to the program is determined by an interview between the student and the instructor. Agenda for the interviews are: student identified needs; student's class schedules, employment, and other responsibilities; type of program—credit, non-credit, long term, short term; and the open lab schedule and enrollment procedures. The responsibilities of the reading lab paraprofessionals include: orientation of students to the lab, extension and amplification of the instruction direction given in the conferences, and checking daily work sheets and recording student progress. The professional staff consists of two full-time instructors, two full-time paraprofessionals, and three work/study students. (WR)

ED 084 508

CS 000 839

Young, Jon I. And Others

The Relationship between Stimulus and Response Prompts under Two Types of Programmed Presentations.

Pub Date Feb 73

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, College Students, Context Clues, \*Learning, \*Learning Processes, \*Memory, Programed Materials, \*Prompting, \*Reading Research

Prompts in concept classification normally occur on the stimulus, while in memorization tasks prompts customarily are given on the response. Opposite results have been obtained for these two tasks with excessive prompting. This study used English-Russian word pairs to compare stimulus prompts (underlining the English word) with response prompts in contextual and simple (not contextual) memorization tasks. The English-Russian words were taken from Faust and Anderson's article (pp. 3-10) in the 1967 volume of "Journal of Educational Psychology." The results indicated that stimulus prompts produced more correct responses with the no contextual presentation. Stimulus prompts were more effective than response prompts in the contextual presentations. A significant interaction between prompts and presentation was found. (Author/WR)

ED 084 509

CS 000 840

Lucas, Virginia Hibbert

Development of an Informal Reading Assessment Inventory for Teachers Trained in Directive Teaching.

Pub Date 73

Note—212p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-26,861, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Grades, \*Informal Reading Inventory, Reading, Reading Ability, Reading Improvement, Reading Materials, \*Reading Programs, \*Reading Research, \*Reading Skills, \*Reading Tests, Word Recognition

Identifiers—\*Informal Reading Inventory for Directive Teaching

The five basic objectives of this study were: (1) to review and analyze five reading programs and write the skills and concepts presented in each program; (2) to compile a list of skills and concepts found to be common in the majority of programs; (3) to develop and write assessment tasks with terminal criteria that require student performance of each skill and concept; (4) to write a teacher's guide for administering and recording results of informal assessment inventory; and (5) to field test and revise the informal assessment inventory until percentage of agreement achieved between examiner and observers was .85. The study focused on the population of students identified and placed in special programs for children with learning and behavioral disorders. The

assessment materials were developed to be used by teachers trained in directive teaching. Field testing on the Informal Reading Inventory for Directive Teaching was conducted in three phases. The objective of the first field test was to identify problems in administering the assessment. The second and third field tests were conducted to establish the reliability of the results. The results of field tests two and three showed a mean agreement of 96.2 and 92 respectively. (Author/WR)

**ED 984 510** CS 000 841

Thompson, Joseph Edward

**Instructional Intervention in the Development of Qualitative Vocabulary: A Further Study.**

Pub Date 73

Note—156p; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,857, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Disadvantaged Youth, Doctoral Theses, Grade 8, Grade 10, Reading Comprehension, \*Reading Instruction, \*Reading Research, Reading Tests, Secondary Education, Teaching Techniques, \*Urban Education, \*Vocabulary Development, Vocabulary Skills

The objectives of this investigation were to study the effects of instruction in the development of qualitative vocabulary on overt, latent, and written qualitative vocabulary performance of urban students of lower socioeconomic background, and to study the effects of such instruction on pupil performance in reading comprehension. Data used to test four hypotheses and to answer five hypothesis-related questions resulted when: (1) 25 lessons designed to improve qualitative vocabulary performance were administered to two experimental groups at both the eighth and the tenth grade levels of an urban school; (2) pretreatment posttreatment, and post-posttreatment measurements of student performance were obtained from the Large-Thordike Intelligence Tests, Form I, the Stanford-Binet Vocabulary List, Form L, the Metropolitan Intermediate Reading Tests, Forms Am and Bm, and the Kruglov Multiple-Choice Qualitative Vocabulary Test; and (3) the performance on these tests of 225 eighth and tenth grade students was compared by multiple analysis of variance, covar, and correlation data reduction. The findings indicated that at both grade levels the experimental groups achieved significantly higher scores in qualitative vocabulary performance than the control group. (Author/WR)

**ED 084 511** CS 000 842

Walters, George Lewis

**The Development and Refinement of Reading Skills in Business Education.**

Pub Date 73

Note—241p; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-27,612, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Business Education, Content Reading, Doctoral Theses, \*Literature Reviews, Reading Comprehension, \*Reading Research, \*Reading Skills, Secondary Education, \*Study Skills, Teacher Role, Teaching Techniques

The primary purpose of this study was to provide a partial basis for business education teachers to give relevance and direction to individual student learning by developing and improving student reading and study skills. The professional literature from the past fifteen years that dealt with reading and study skills improvement of students in secondary schools was gathered through examination of research reports and professional writings. Topics for discussion were selected after examining the recommendations given by reading experts for the topics important to instruction of reading skills in content area courses. In the skill courses, development of certain reading abilities should assist the student in understanding and handling the course materials. In bookkeeping, the teacher should focus upon vocabulary instruction, assessment of the readability of the reading materials, techniques for interpreting the content of the reading materials, and instruction in the proper use of the text-

book. In typewriting and shorthand, the teacher should develop the student's ability to follow directions, vary his rate of reading, understand and read copy, understand and use business terminology, and use word recognition skills. (Author/WR)

**ED 084 512** CS 000 844

Bonomo, Jacquelyn

**An Investigation of the Relationship between Specific and Broad Inference.**

Pub Date Oct 73

Note—75p; M.Ed. Thesis, Rutgers University, State University of New Jersey

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Cloze Procedure, Communication Skills, Reading, Reading Achievement, \*Reading Comprehension, Reading Improvement, Reading Processes, \*Reading Research, \*Reading Skills

**Identifiers—**Inference, \*Means End Test

The relationship between specific inference as measured by a Cloze Test and broad inference as measured by a Means-End Test was investigated. Subjects were 61 New York policemen enrolled in a communication skills course at John Jay College of Criminal Justice. The relationship between specific inference and broad inference, specific inference and measures of reading achievement, and broad inference and measures of reading achievement were analyzed. The sample was divided into two groups on the basis of reading achievement. A comparison of the means and standard deviations for the two groups was completed on measures of specific and broad inference. Findings in regard to the relation of specific to broad inference were inconclusive. A significant correlation was found between a secondary measure of specific inference and the test of broad inference. Positive correlations were found between specific and broad inference and measures of reading achievement. The findings indicated that the mean performance on measures of specific and broad inference was significantly higher among subjects who obtained higher reading scores. (Author)

**ED 084 513** CS 000 845

Kleiderman, Frances F.

**Black English and Reading Problems: Sociolinguistic Considerations.**

Pub Date Nov 73

Note—19p; Paper presented at the Annual Meeting of the College Reading Assn. (17th, Silver Spring, Md., Nov. 1 through 3, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Language Handicaps, Linguistic Theory, Negro Dialects, \*Negro Youth, Non-standard Dialects, \*Reading Materials, \*Sociolinguistics, Standard Spoken Usage, \*Tent

**Identifiers—**\*Bilingualism

Sociolinguists have proposed various beginning reading approaches to remedy the reading problems of disadvantaged black children. Their programs reflect their theoretical biases concerning the nature of Black English and the type and degree of interference that may exist between the language of the Standard English (SE) text and the child's dialect. The "majority" approach to dialect-caused reading problems is bidialectal, which suggests that SE should be taught as a supplementary or alternative dialect without stigmatizing the child's indigenous speech. Linguists vary in their approaches to this method. Some suggest methods which focus on teaching SE prior to reading or in the lower grades; others opt for methods which permit the child to read the traditional material in his own dialect. Still others recommend that reading materials be altered to match the child's dialect. A more recent suggestion calls for a modification of dialect readers which avoid grammatical features not found in the child's dialect. Whatever the pedagogical justification, educators and linguists must be able to recognize how the community norms of interpretation are embodied in speech to avoid negative feedback from the community. (HOD)

**ED 084 514** CS 000 847

Anderson, William W.

**Evaluation of College Reading and Study Skills Programs: Problems and Approaches.**

Pub Date Nov 73

Note—11p; Paper presented at the Annual Meeting of the College Reading Assn. (17th, Silver Spring, Md., Nov. 1 through 3, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Affective Behavior, \*College Students, Grade Point Average, Grade Prediction, Higher Education, Measurement Techniques, Reading Development, \*Reading Improvement, \*Reading Programs, \*Reading Research, Reading Skills, \*Reading Tests, Test Interpretation

The purpose of this paper was to bring together some of the most outstanding and significant research in recent years relating to the problems of evaluating college reading and study skills programs and the corresponding prospects and implications for improvement. The sections of the paper include: "Criterion Measures of Program Success," which is a discussion of the use of grade-point average (GPA) as a criterion measure for reading program success; "Measurement Tools," which is a look at the variety of standardized tests available for college reading improvement programs (primarily their inadequacies); "Statistical Design of Evaluative Studies," which is a discussion of some of the statistical problems in program evaluative studies and other design problems; "Affective Variables in Evaluation," which is a description of the predictive value of GPA in relation to affective measures and some of the problems inherent in affective measurement; and "Summary and Conclusions," which is a listing of four factors—standardized test limitation; new developments in statistical design techniques; disappearance of canned, ultra-behavioristic commercial programs; and a growing research bank in college reading—that may ultimately improve reading improvement programs. (WR)

**ED 084 515** CS 200 758

Golub, Lester S.

**What the English Teacher Should Know about Teaching Reading.**

Pub Date 73

Note—17p; Paper presented at the Annual Meeting of the Conference on English Education (Baltimore, March 29-31, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Elementary Education, \*English Instruction, Language, Language Arts, \*Language Instruction, Learning Activities, Linguistic Performance, \*Reading, Reading Comprehension, \*Reading Instruction, Teaching Skills

Since reading and language lie in the behavioral domain of the English teacher, he must be a teacher of reading and know how to perform the following five language tasks: (1) present the code-breaking skills needed to change written symbols into spoken language; (2) produce a wide variety of reading materials on useful topics and record and control the time spent on reading in these topics; (3) prepare and make available syntactically and lexically different versions of materials written on a variety of useful topics and provide learning activities to increase the linguistic awareness of readers; (4) provide clues and learning activities to encourage and evaluate comprehension of materials and linguistic awareness of readers; and (5) provide learning activities which afford the reader creative and critical responses in oral and written language to the reading materials. (LL)

**ED 084 516** CS 200 784

Yesulaitis, Mary Patricia Cronin

**Procedures for Developing Oral Language Facility in Children Pre-K through Grade Three: A National Survey**

Pub Date 72

Note—157p; Ph.D. Dissertation, University of North Carolina at Chapel Hill

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16,536, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors—**Dialects, Doctoral Theses, \*Early Childhood Education, Evaluation Methods, Individualized Instruction, \*Language Development, \*National Surveys, Oral Communication, \*Oral Expression, Parent Influence, Speech Instruction, Speech Skills, \*Standard Spoken Usage, Teacher Role

The purpose of this study was to make and compare recommendations for developing oral language facility in children pre-K through grade three. Three sources were investigated: selected writers in the field of reading, curricula sent by 32 State Departments of Education, and pertinent ERIC materials. Recommendations dealt with education in general, the needs of the child, the



role of adults, actual procedures, and methods of evaluation. The following conclusions were reached in the three source areas: children should begin formal training in oral language earlier, classrooms should be arranged flexibly to permit a maximum of speech activities, and instruction should be individualized. Oral language training should be an integral part of all school subjects. The child is dependent on parents, teachers, and other adults for models of speech, for information, and to help expand his knowledge and use of language. The teacher must be a model of standard dialect for the child, and before the teacher can teach the child standard dialect, he must understand the child's home dialect. Criteria for judging oral performance in the classroom should be established cooperatively by the teacher and the children. (Author/RB)

**ED 084 517** CS 200 793

Young, Richard E. Koen, Frank M.  
**The Tagmemic Discovery Procedure: An Evaluation of Its Uses in the Teaching of Rhetoric.** Michigan Univ., Ann Arbor. Dept. of Humanities. Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Pub Date Jul 73  
Note—179p.

**EDRS Price MF-\$0.65 HC-\$6.58**  
Descriptors—\*College Instruction, \*Composition (Literary), \*Composition Skills (Literary), \*Critical Reading, \*Critical Thinking, \*English Instruction, \*Persuasive Discourse, \*Rhetoric, \*Tagmemic Analysis

In an effort to determine whether instruction in the tagmemic discovery procedure significantly improves the student's ability to inquire into ill-defined problems and to communicate the results clearly and persuasively, an experimental course based on the first half of Richard Young, Alton Becker, and Kenneth Pike's "Rhetoric: Discovery and Change" was taught to twelve University of Michigan seniors, and nine tests were conducted to assess changes in the students' rhetorical skills. Results provided support for the proposition that strong personal involvement in an intellectual activity and substantial knowledge of the subject tend to improve the quality of what is written. Students improved in their ability to analyze problematic situations and to state problems. The results of their explorations or problematic data were more complex and varied; they became more sophisticated in testing hypotheses for adequacy; and they wrote essays that were more understandable and persuasive at the end of the course. (Author/HOD)

**ED 084 518** CS 200 794

Farrell, Edmund J. Farrell, Jo Ann  
**A Report of Conditions of English Teaching, 1973-74.** National Council of Teachers of English, Urbana, Ill.  
Pub Date Nov 73

Note—17p.; Special Issue  
Journal Cite—Council-Grms; v34 n6 p1-17 November 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, Curriculum Planning, \*Educational Problems, \*English Departments, Instructional Innovation, Professional Associations, \*Questionnaires, School District Spending, School Integration, Teacher Associations, \*Teacher Responsibility, \*Teaching Conditions, Teaching Load, Travel  
Identifiers—National Council of Teachers of English

The responses of 19 members of the National Council of Teachers of English (classroom teachers, secondary school department chairmen, curriculum directors, supervisors of English, members of college departments of English, and English specialists with state departments of education) to a letter requesting them to describe the kind of year they anticipated for teachers of English in their areas are reported. Several of the 19 (out of 37) respondents sent out additional copies or variations of the questionnaire to teachers or supervisors in their areas. The questions included (1) What reductions or additions have been made in your budget for English and with what consequences? (2) Has your school or district eliminated or added positions having to do with planning of curriculum and supervision in English? Have the responsibilities changed for those still holding such positions? (3) Has the position of the department chairman been

strengthened or weakened? How? (4) Has the class load increased or decreased at any level, and to what extent? (5) What innovative programs have been inaugurated or eliminated? Why? (6) What problems, if any, have arisen as a consequence of attempts to integrate the schools, and how do these problems affect the performance of teachers of English? (HOD)

**ED 084 519** CS 200 795

Focus on Asian Studies. No. 28.  
Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.  
Pub Date 73  
Note—36p.

Available from—Service Center for Teachers of Asian Studies, Assn. for Asian Studies, Ohio State Univ., 29 W. Woodruff Ave., Columbus, Ohio 43210 (\$0.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annotated Bibliographies, \*Asian Studies, Childrens Books, \*Chinese Culture, \*Cultural Education, \*Cultural Enrichment, Elementary Education, Instructional Materials, \*Intercultural Programs, Korean Culture, Multimedia Instruction, Travel

This newsletter discusses highlights of the twenty-fifth annual meeting of the Association for Asian Studies held in the spring of 1973. Included are "Bringing Culture Alive in the Classroom," a demonstration-workshop on student involvement in the cultures of India, Japan, and China; "China: An Inductive Discussion Lesson"; lists of multi-media materials on Asia and a list of Asian studies resources available from the Service Center for Teachers of Asian Studies; "The Bookshelf," an annotated bibliography of books for adult readers on travel, China, India and Southeast Asia, and Japan and Korea; "Asia in the Elementary School," a discussion of a project based on intercultural understanding through education; and "The Booknook," an annotated bibliography of children's books on Asian studies. (LL)

**ED 084 520** CS 200 796

Hillman, Aaron  
**The "Lord of the Rings": Affective Approaches to Teaching Literature. DRICE (Development & Research in Confluent Education).** Report No.—DRICE-Occas-Pap-10  
Pub Date 71

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, November, 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Creative Dramatics, English, \*English Instruction, \*Literature, \*Literature Appreciation, Oral Reading, Secondary Education, \*Sensory Experience, Undergraduate Study  
Identifiers—\*Tolkien (J R R)

This paper was intended to be read to a class or group of people who will in turn respond to the directions given in the paper. It is an attempt to merge the affective and cognitive experiences of literature in order to provide a more meaningful experience while studying J.R.R. Tolkien's trilogy, "The Lord of the Rings." The directions are to listen with the mind and senses and to flow with whatever instructions are given. At various times the participants are asked to participate in literature activities that involve walking, talking, feeling, thinking, touching, tasting, and smelling. (LL)

**ED 084 521** CS 200 801

Waterhouse, John  
**Pre-Writing Speech and Experiential Constructs in the Teaching of English Composition.**  
Pub Date 72

Note—406p.; Ph.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,002, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—College Students, Doctoral Theses, \*Educational Research, \*English Education, Junior College Students, \*Language Development, Reading Skills, \*Role Playing, \*Teaching Methods, Writing Skills

This research examines a single transcript of speech performance tape-recorded in a junior college English class. Assignment to this class had been made on the basis of test scores which indicated that all students in this class would

require a minimum of two semesters of remedial work to achieve the language skills required of entering college freshmen. On the day the tape recording was made the teacher presented to the class a role-playing situation (RPS). The RPS construct was developed recursively, that is, the two-role situation was played out, then replayed with different performers who borrowed from previous plays and initiated new features of performance as the set of plays developed. The teacher's objectives in presenting the RPS construct were to use the tape-recorded performance data to show students the range of linguistic options available in a communicative situation, use the data to show students the range of their present performance capability, and use the data as an entry into reading and into written composition. (Author/WR)

**ED 084 522** CS 200 803

Boyd, Gertrude A.  
**Teaching Poetry in the Elementary School.**  
Pub Date 73

Note—105p.

Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (\$2.50)

**Document Not Available from EDRS.**

Descriptors—Composition (Literary), Elementary Education, \*Literary History, Literary Mood, \*Literature Appreciation, Music, \*Poetry, \*Teaching Guides, \*Teaching Techniques, Verification

The purpose of this book is to help the adult, and through the adult the child, to regain the delight of poetic language in rhythm and rhyme. In chapter one the reader becomes aware of the need for poetry as a life fulfillment at all age levels. Many suggestions on how and when to read poetry and what poems to read are given in chapters two and three. In chapter four the history and drama of verse and song are suggested as a medium for teaching the reading, memorizing, and writing of poetry. In chapter five the memorization and recitation of poetry are suggested for personal fulfillment, not as mandatory class assignments. Chapter six presents some ideas on how, when, and what to write poetically, and chapter seven describes ways to organize and use files of poems, pictures, and audiovisual materials. (HOD)

**ED 084 523** CS 200 805

Nash, Walter  
**Our Experience of Language.**  
Pub Date 71

Note—222p.

Available from—St. Martin's Press, 175 Fifth Ave., New York, N.Y. 10010 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—Composition (Literary), \*Language, \*Language Role, \*Language Styles, Language Usage, \*Linguistics, Literary Styles, \*Social Behavior, Social Influences

Concerned with language as a form of social experience, this book considers language, English in particular, as an element in the pattern of daily life, as a form of contact between individuals and society, as the object and instrument of social judgments, as a historical testament to the continuity of human culture, and as the medium of literary art. Chapters include discussions of how language and the social environment are governed by conventions of usage; factors governing communication between persons; the game-resembling quality of interlocutory language; how an individual must learn in his language-behavior to make concord between self-assertion and what the community demands of him; how language provokes the classifying judgments and prejudices that are called forth by any other form of social behavior but with peculiar immediacy and force, language growth and language change; and literary language—the ways in which written language can be used for utilitarian ends or for pleasure. The book concludes with a chapter on our experience of language. Appendixes provide a list of phonetic symbols and terminology, specimens of English (1014-1970), and a select bibliography. (HOD)

**ED 084 524** CS 200 806

Holbrook, David J. Ed.  
**The Case Against Pornography.**  
Pub Date 72

Note—294p.

Available from—Open Court Publishing Co., La Salle, Ill. 61301 (\$8.95)

**Document Not Available from EDRS.**

## 30 Document Resumes

**Descriptors**—Censorship, Childhood, Economics, Essays, History, Politics, \*Sex (Characteristics), \*Sex Education, \*Sexuality, \*Social Attitudes, Social Influences, Social Life, Social Psychology, Television

**Identifiers**—Love, \*Pornography

In this collection of essays psychotherapists, social and moral philosophers, psychiatrists, economists, novelists, journalists, and educators raise important doubts about the present-day pornography explosion. Chapters are divided into six sections: sex and love, psychological aspects of the misuse of sexuality; social aspects of pornography; cultural aspects of pornography; sex education; and political questions. Among the many topics discussed are the paradoxes of sex and love in modern society; the meaning of love; the virtue of chastity; sex in a schizoid society; the historical problem of shame; the economic stream behind pornography; sex and children; television and sex education; and censorship. (HOD)

**ED 084 525** CS 200 807  
West, Paul, Ed.

**Byron: A Collection of Critical Essays. Twentieth Century Views Series.**

Pub Date 63

Note—174p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$1.95 paper)

**Document Not Available from EDRS.**

**Descriptors**—Authors, Biographies, \*English Literature, Higher Education, \*Literary Criticism, \*Nineteenth Century Literature, Novels, \*Poetry, \*Romanticism, Secondary Education

**Identifiers**—\*Byron (Lord George Gordon)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by G. Wilson Knight, Bernard Blackstone, Mario Praz, Paul West, Guy Steffan, F. R. Leavis, W. W. Robson, Helen Gardner, George M. Ridenour, Edmund Wilson, Gilbert Highet, Bertrand Russell, and John Wain—all dealing with the biography and literary work of Byron. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays discuss: guilt and retribution in Byron's sea poems; metamorphoses of Satan; Byron's satire; Byron as improviser; Don Juan; Byron in the twenties; and the search for identity. A chronology of important dates in Byron's life, a brief set of biographical notes on the contributors to this collection, and a selected bibliography on Byron and his work complete this volume. (LL)

**ED 084 526** CS 200 808  
Watt, Ian, Ed.

**Jane Austen: A Collection of Critical Essays. Twentieth Century Views Series.**

Pub Date 63

Note—184p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95 paper)

**Document Not Available from EDRS.**

**Descriptors**—Authors, Biographies, \*English Literature, Higher Education, \*Literary Criticism, \*Nineteenth Century Literature, Novels, Secondary Education, \*Victorian Literature

**Identifiers**—Austen (Jane)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Virginia Woolf, C. S. Lewis, Edmund Wilson, Ian Watt, Alan D. McKillop, Reuben A. Brower, Marvin Mudrick, Mark Schorer, Arnold Kettle, Lionel Trilling, Kingsley Amis, Andrew H. Wright, Donald J. Greene, and D. W. Harding—all dealing with the biography and literary work of Jane Austen. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays are divided into three sections: general; studies of particular novels; and special topics. A chronology of important dates in Austen's life, a brief set of biographical notes on the contributors to this collection, and a 26-item bibliography of works on Austen complete the volume. (LL)

**ED 084 527** CS 200 812  
Language Arts, K-3.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—86p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024 (\$8.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, Composition (Literary), Course Objectives, Etymology, \*Evaluation Criteria, Grammar, \*Language Arts, \*Language Instruction, Lexicography, Listening Skills, \*Primary Education, Semantics, Speech Skills, Visual Perception

**Identifiers**—\*Instructional Objectives Exchange

The Instructional Objectives Exchange (IOX) collected for several subject areas objectives and measurement items based upon curricular material either submitted by teachers, schools, and school districts, or generated by the IOX staff. Contained in the language arts collection are 85 objectives and related evaluation items for grades kindergarten through three. The objectives are organized into the following categories: grammar (phonology, morphology, syntax), semantics, etymology, lexicography, oral language (listening, speaking), written composition, and visual perception. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define them. Each objective is accompanied by a sample measurement item which is designed to test the student's acquisition of the desired behavior. Specific answers to the sample items or criteria for judging the adequacy of the student's response have been provided. (TO)

**ED 084 528** CS 200 814  
Language Arts, 7-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—317p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024 (\$2.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, Composition (Literary), \*English Instruction, \*Evaluation Criteria, Grammar, \*Junior High Schools, \*Language Arts, Language Instruction, Speech Skills, Study Skills

**Identifiers**—\*Instructional Objectives Exchange

The Instructional Objectives Exchange (IOX) collected for several subject areas objectives and measurement items based upon curricular material either submitted by teachers, schools, and school districts, or generated by the IOX staff. Contained in the language arts collection are 159 objectives and related evaluation items for grades seven through nine. They are organized into the following categories: grammar (parts of speech, syntax, morphology, phonology), speech, composition, mass media, diction and tone, reference skills, mechanics and conventions, and study skills. Included are objectives which are based upon a traditional approach as well as structural and transformational approaches, with each clearly labeled as such. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define them. Each objective is accompanied by a sample measurement item designed to test the student's acquisition of the desired behavior. Specific answers to the sample items or criteria for judging the adequacy of the response have been provided. (TO)

**ED 084 529** CS 200 815  
English Literature, Grades 7-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—98p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024 (\$8.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, Course Objectives, \*English Instruction, \*Evaluation Criteria, Grade 7, Grade 8, Grade 9, \*Language Arts, \*Literature, Novels, Poetry

This work is one of a series of collections of objectives and measurement items from several subject areas based upon curricular material either submitted by teachers, schools, and school districts, or generated by the Instructional Objec-

tives Exchange (IOX) staff. Contained in the junior high school English literature collection are sixteen objectives and evaluation items on poetry and the novel. Three elements—the objective, measurement items, and the means of judging the adequacy of student responses—are included for each objective. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define them. The behavioral aspect and the content of each objective have been selected as a means of requiring the student to master processes and concepts central to the acquisition of English skills. (TO)

**ED 084 530** CS 200 816  
English Literature, Grades 10-12; High School Literature.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—225p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$8.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, Cognitive Development, Course Objectives, Critical Thinking, Drama, \*English Instruction, \*Evaluation Criteria, \*Literature, Novels, Poetry, \*Secondary Education, Short Stories

**Identifiers**—\*Nonfiction

The Instructional Objectives Exchange (IOX) collected for several subject areas objectives and measurement items based upon curricular material either submitted by teachers, schools, and school districts, or generated by the IOX staff. This collection is composed of objectives and evaluation items for high school literature, including poetry, novels, short stories, drama, and nonfiction. Each objective is stated in operational terms and is identified by a category and a subcategory which serve to define and limit it. The objective also contains an explanation of what is meant by the particular category when there might be some confusion of terms. All of the objectives in this collection require the performance of higher level cognitive behavior, that is, the student must apply knowledge, analyze the assigned literary works, and synthesize his responses. Each objective is accompanied by six measurement items designed to test the student's ability to perform the desired behavior. Because the type of process the student engages in requires higher levels of cognition, no single answer can be designated as correct. However, criteria in the form of a prototype answer designed to demonstrate the process called for in the objective are provided as an aid to the teacher. (TO)

**ED 084 531** CS 200 817  
English Skills, Grades 7-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—123p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$2.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, \*Communication Skills, Composition (Literary), Diction, \*English Instruction, \*Evaluation Criteria, Grade 7, Grade 8, Grade 9, Grammar, Language Arts, \*Language Skills, Mass Media, Speech, Study Skills, Writing Skills

This work is one of a series of collections of objectives and measurement items from several subject areas based upon curricular material either submitted by teachers, schools, and school districts, or generated by the Instructional Objectives Exchange (IOX) staff. Contained in this English skills collection are 76 objectives and related evaluation items for grades 7 through 9. They are organized into categories on speech, composition, mass media, diction and tone, reference skills, mechanics and conventions, and study skills. Three elements—the objective, measurement items, and the means of judging the adequacy of student responses—are included for each objective. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define



them. The behavioral aspect and the content of each objective have been selected as a means of requiring the student to master processes and concepts central to the acquisition of English skills. (TO)

**ED 084 532** CS 200 818

English Skills, Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—93p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Communication Skills, Composition (Literary), Composition Skills (Literary), Debate, \*English Instruction, \*Evaluation Criteria, Journalism, Language Arts, Mass Media, \*Secondary Education, Speech

The Instructional Objectives Exchange (IOX) collected for several subject areas objectives and measurement items based upon curricular material either submitted by teachers, schools, and school districts, or generated by the IOX staff. Contained in the English skills collection are 37 objectives and related evaluation items for grades 10-12. The objectives and items are organized into the categories of speech, mass media, and composition. Three elements—the objective, measurement items, and the means of judging the adequacy of student responses—are included for each objective. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define them. The behavioral aspect and the content of each objective have been selected as a means of requiring the student to master processes and concepts central to the acquisition of English skills. Each objective is accompanied by a sample measurement item designed to test the student's acquisition of the desired behavior. Specific answers to the sample items or criteria for judging the adequacy of the response have been provided. (TO)

**ED 084 533** CS 200 819

Adair, William Leith.

An Approach by Structural Metaphor to the Teaching of Modern Literary Criticism.

Pub Date 73

Note—98p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,609, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Biographies, Doctoral Theses, \*Educational Research, English Education, \*Higher Education, Imagery, \*Literary Criticism, Literature, Symbols (Literary), \*Teaching Methods

Modern literary criticism may be classified into four categories to provide a format for instruction which both reduces modern criticism to its essential interests and provides a critical vocabulary which is a mediating vocabulary between modern criticism and literature. These categories are summed up in structural metaphors: Symbolic Form, Organic Form, Archetypal Form, and Deterministic Form. Symbolic Form views literature in terms of images and symbols which are precise correlates of ideas and emotions and includes such theorists as Poe, Mallarme, Hulme, Yeats, Pound, and the early Eliot. Organic Form is essentially interested in the dynamics of verbal texture as constitutive of meaning. Archetypal Form provides a category for criticism concerned with both the evolution of literary forms from archaic origins and the appearance of contemporary archetypes. Deterministic Form is concerned with the outside determinants of literary form. The most important modes of this approach are biographical and sociological criticism. (Author/WR)

**ED 084 534** CS 200 820

Baron, Henry James.

An Investigation of the Consultant's Role As An Agent of Change in the High School English Program.

Pub Date 72

Note—174p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,108, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Curriculum Evaluation, Curriculum Planning, \*Curriculum Research, Doctoral Theses, \*Educational Research, \*English Education, English Programs, School Activities, \*Secondary Education

In an attempt to discover how, if at all, a consultant can be a significant factor in effecting changes in teachers and curriculum, the author, under the auspices of the National Union of Christian Schools in Grand Rapids, Michigan, and the United States Office of Education Training Teachers of Teachers Program at the University of Illinois, made himself available to several schools as a consultant on the teaching of English. This study details the nature and the outcomes of his work with the English department of a small high school. Despite numerous problems, some significant changes were effected that would distinguish the new curriculum from the old. First of all, the new curriculum would be governed and guided by a clearly articulated set of principles and goals. Secondly, it would feature a two-year core program, constituting the minimal essentials in skills, concepts, and experiences as defined by the principles and goals. Thirdly, extending the learnings of the core would be a two-year elective program without restrictions on student choices. The program would emphasize language, with special attention to responsibility and competence on its use, understanding and appreciation of its cultural variants, and delight in artistic employment. (Author/WR)

**ED 084 535** CS 200 822

Day, T. B.

Public Information in Modern Society: Secrecy and Privacy.

Pub Date 2 Nov 73

Note—10p.; Keynote address presented at the Institute on Technical Communication of the Washington, D.C. Chapter of the Society for Technical Communication (Univ. of Maryland, Nov. 2-3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Censorship, Communication (Thought Transfer), \*Communications, Ethical Values, \*Ethics, Guidelines, \*Information Dissemination, \*Information Networks, \*Knowledge Level, News Media

There is a need for ethical guidance in the communications professions sharpened by the advancement of knowledge and technological capability. For communication to be all-encompassing in space as well as instantaneous in time is a mixed blessing reaffirming the need for balance between "secrecy" in arriving at decisions and the public's need and right to know about judgments which affect them. We need to be reminded that judgment is a reversible act, taking human time, while transmitting that judgement with modern technology is an irreversible act, taking essentially no machine time. Under the excuse of the public's right to know, the very act of communicating (if the communications are premature) may be substituting for human judgment, by being irreversible. "Privacy" or the confidentiality of professional information can move from a claim of individual accountability to one which affects others. This fuzziness where private individual confidences impinge on the public weal can be extended to such matters as copyright privilege of authors. Ethics and the communication arts are inseparable. The problem of individual need versus common good is always with the communications professions, and the only universal ethic that history shows is applicable to all situations is moderation. (HOD)

**ED 084 536** CS 200 827

Media and the First Amendment in a Free Society.

Georgetown Law Journal Association, Washington, D.C.

Pub Date 73

Note—229p.; Published originally in the March 1972 issue of the "Georgetown Law Journal"

Available from—The University of Massachusetts Press, Amherst, Mass. 01002 (\$12.00)

Document Not Available from EDRS.

Descriptors—\*Freedom of Speech, \*Government Role, \*Journalism, \*Legal Problems, Legislation, \*Mass Media, Media Research, News Media, Television

This three part volume surveys the history and present state of the conflict between the public's right to know and other, often conflicting, goals of government and society. The first part, containing an introduction by Senator Sam Ervin, deals with the evolution of the concept of free expression and the present condition of newspapers and other printed material. The second part, introduced by Reuben Frank, president of NBC News, discusses some of the technical problems inherent in mass media, with special reference to television. The last, introduced by Walter Cronkite, covers points of conflict such as the right of access and the protection of news sources. (TO)

**ED 084 537** CS 200 828

Wartella, Ellen Ettema, James S.

The Role of Stimulus Complexity in Children's Attention to Television Commercials: A Developmental Study.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 73

Note—33p.; Student paper presented at the Annual Meeting of the Association for Education in Journalism (Colorado Springs, Colo., Aug., 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Attention Span, \*Behavior Theories, Children, \*Cognitive Processes, Developmental Psychology, Journalism, Learning Processes, Maturation, Mediation Theory, \*Perceptual Development, Retention, Stimulus Behavior, \*Television Commercials, \*Thought Processes

A child whose behavior reflects only perception of a stimulus and reaction to it is considered more perceptually bound than an adult whose behavior is also directed by theories, values, and ideas. Based on this analysis three testable hypotheses emerge: (1) stimulus complexity is a better predictor of attention for the more perceptually bound, (2) the less perceptually bound, the more likely the individual would be to recall non-perceptual attributes of stimuli, and (3) the less perceptually bound, the more likely the individual would be to respond affectively to the non-perceptual attributes of the stimuli. Television commercials were chosen as the stimuli in a study in which 120 nursery, kindergarten, and second grade children from upper-middle-class neighborhoods in St. Paul, Minnesota, viewed a videotaped presentation of "The Partridge Family." The original commercials were deleted from the tape and commercials controlled for stimulus complexity and content were inserted. During and after the program, tests were administered to measure the children's degree of perceptual boundness and the nature of their recall and affective responses to the commercials. Resulting data suggest that the younger the child, the greater the influence of perceptual attributes of stimuli on his attention behavior. (EE)

**ED 084 538** CS 200 830

Yellin, Jean Fagan

The Intricate Knot: Black Figures in American Literature, 1776-1863.

Pub Date 72

Note—260p.

Available from—New York University Press, Washington Sq., New York, New York 10003 (\$10.00 cloth, \$3.50 paper)

Document Not Available from EDRS.

Descriptors—Eighteenth Century Literature, \*Fiction, \*Literary History, \*Negro History, \*Negro Literature, Negro Role, \*Negro Stereotypes, Nineteenth Century Literature, Slavery, United States History

Beginning with Thomas Jefferson's view of the black man as a victim in his "Notes on Virginia," this book studies the characterization of the Negro in pre-Civil War fiction (1776-1863). Traced are the stereotypes of the black in plantation fiction by George Tucker, James Paulding, John Kennedy, and Gilmore Simms—all of whom used the image of Negro inferiority in support of slavery. Analyzed next are the abolitionist novels of Richard Wells, Harriet Beecher Stowe, and William Wells Brown which place the Negro at the center of the novel. Also examined are the ironic narratives of fugitive slaves such as Josiah

Henson, Lewis and Milton Clarke, and Frederick Douglass. After a discussion of the black insurrection, based on "The Confessions of Nat Turner," the book concludes with a study of Herman Melville's "Benito Cereno," demonstrating that the stock images of the Negro in fiction presented by Melville are without foundation. (HOD)

ED 084 539 CS 200 831

Giblin, Thomas R., Ed.

Popular Media and the Teaching of English.

Pub Date 72

Note—276p.

Available from—Goodyear Publishing Company, Inc., 15115 Sunset Blvd., Pacific Palisades, Calif. 90272 (\$3.95)

Document Not Available from EDRS.

Descriptors—\*English Instruction, Film Study, Literature, \*Mass Media, \*Multimedia Instruction, News Media, Newspapers, Paperback Books, Periodicals, \*Secondary Education, \*Teaching Methods, Television

Identifiers—McLuhan (Marshall)

This work is a collection of ideas on the way and the how of popular media study in the secondary English classroom. Chapters are divided into eight sections: "Developing a Rationale for Popular Media Study," "An English Teacher's Challenge," "Understanding McLuhan," "An Expanding View of Literature," "Paperbacks," "News, Newspapers, and Magazines," "Television," and "Film and Filmmaking." Approximately forty authors contribute to this collection of essays, among them S. I. Hayakawa, Frank McLaughlin, Walter J. Ong, Edmund J. Farrell and Roger B. Franzen. Each section is followed by suggested discussion questions and activities. (HOD)

ED 084 540 CS 200 832

Newsmen's Privilege. Hearings before the Subcommittee on Constitutional Rights of the Committee on the Judiciary, U.S. Senate, 93rd Congress, 1st Session on S.36, S.158, S.318, S.451, S.637, S.750, S.870, S.917, S.1128 and S.J. Res. 8: Bills to Create a Testimonial Privilege for Newsmen.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Pub Date 73

Note—764p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01844, \$3.70 domestic postpaid or \$3.25 GPO bookstore)

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—\*Federal Legislation, \*Freedom of Speech, Government Role, \*Journalism, \*Legal Problems, \*News Media, Press Opinion, Public Opinion

Identifiers—\*Testimonial Privilege

The United States Senate Subcommittee on Constitutional Rights, Committee of the Judiciary, held hearings in February and March 1973 to consider the question of whether the government should be permitted to compel the press to reveal the identity of confidential sources of information or the content of unpublished information. A number of bills to create a testimonial privilege for news personnel were proposed for the 93rd Congress and were heard before this committee. Opening statements by several subcommittee members, the testimony of 39 witnesses, statements submitted for the record, the texts of the proposed bills and resolutions, judicial decisions bearing on the issue, newspaper and magazine articles, correspondence, and other miscellaneous materials are included. (TO)

ED 084 541 CS 200 834

Eyre, Frank

British Children's Books in the Twentieth Century.

Pub Date 73

Note—208p.

Available from—E. P. Dutton & Co., Inc., 201 Park Avenue South, New York, N.Y. 10003 (\$7.95)

Document Not Available from EDRS.

Descriptors—Adolescent Literature, Book Reviews, \*Childrens Books, Illustrations, \*Literary History, \*Literary Mood, \*Literature, \*Twentieth Century Literature

Identifiers—Britain, \*Childrens Literature

A revised and expanded version of an earlier study of modern British children's literature (1952), this latest edition begins with an in-

troductory section on the historical development of children's literature and follows with chapters examining the main trends in British children's books from 1900 to the present day. Special attention is given to authors, artists, and books that have been recognized as particularly outstanding in the field. Regional writing (writings of the British Commonwealth) are also considered. The volume concludes with appendixes on writing in British Commonwealth countries, listings of book award winners, and an extensive bibliography of books about children's literature. (HOD)

ED 084 542 CS 200 837

Simon, Sidney B. And Others

Composition for Personal Growth: Values Clarification through Writing.

Pub Date 73

Note—184p.; See related document CS 200 883. Available from—Hart Publishing Co., Inc., 719 Broadway, New York, N.Y. 10003 (\$4.95)

Document Not Available from EDRS.

Descriptors—Bibliotherapy, \*Communication (Thought Transfer), \*Composition (Literary), English Instruction, Junior High School Students, Reading, Secondary Education, Self Evaluation, Teaching Techniques, \*Values, \*Verbal Communication, \*Writing, Writing Exercises

A program designed for teaching composition to students in grades seven through twelve is presented in this book. The approach advocated attempts to promote the student's awareness of self, his ability to relate positively to others, and his ability to translate his values into meaningful actions through guided activities of reading and writing. Chapters address themselves to such issues as composition, identity, interpersonal relations, values into action, personal growth, implementing the "composition for personal growth" approach, general techniques and activities, ongoing activities, and personal-growth activities for teachers. Also included is a list of suggested readings for the teacher. Although the book was originally intended for use in English classes, the program has been used effectively by teachers in drug education programs, group counselors, social studies teachers, religious educators, foreign language teachers, and leaders in youth programs. (LL)

ED 084 543 CS 200 838

Livingston, Myra Cohn

When You Are Alone/It Keeps You Capone: An Approach to Creative Writing with Children.

Pub Date 73

Note—238p.

Available from—Atheneum Publishers, 122 East 42 Street, New York, N.Y. 10017 (\$7.95)

Document Not Available from EDRS.

Descriptors—Composition (Literary), \*Creative Writing, \*Elementary Education, \*Figurative Language, Haiku, Literary Conventions, \*Poetry, Student Writing Models, \*Teaching Techniques

Various approaches to teaching creative writing to children are described. The book contains many examples of children's writing and stresses the need to listen to the child, to praise, to make suggestions gently, and to encourage the child to use his own senses for firsthand impressions and to say what he truly feels. Some of the chapters discuss the tools of creative writing, the voice of the poem, form versus no form, the uses and misuses of the collective poem, when it is time for form and disciplines, and how and when of metaphors and similes, rhymes, haiku, tragedy and comedy, reaching the non-writer, ideas for writing, individuality of expression, the sharing of poetry, distinguishing between good and bad poetry, and ways in which children are able to find for themselves where a piece of writing falls apart. (HOD)

ED 084 544 CS 200 839

Conard, Susan

A Report on Elementary School Curriculum Language Arts Component, Project PRIMES: Progress Research in Meeting Elementary Standards, ESEA, Title III 1972-73.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Pub Date Sep 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$23.29

Descriptors—Communication (Thought Transfer), Curriculum Evaluation, \*Curriculum

Research, \*Elementary Grades, Evaluation, \*Evaluation Criteria, \*Language Arts, Listening, Oral Communication, \*Program Evaluation, Spelling, Writing

The purpose of this project was to develop positive attitudes and knowledge of evaluation philosophy and techniques at the local building level. A set of procedures and instruments were devised through the efforts of the project staff to train participants to plan and carry out activities appropriate for assessing the particular education needs in their schools. Evaluation activities were implemented by a building committee formed in each elementary school in conjunction with the project staff. From the various content fields the school committee composed of principal, teachers, and lay persons selected a focus for evaluation. Language arts was chosen by 13 of 151 participating schools. A language arts self-evaluation instrument was provided as a basis for the committee to plan the evaluation. The instrument was designed to gain information in the areas of written communication, oral expression, spelling, and listening skills. Each school responded to the items on all sections according to the extent to which the condition should exist and the extent to which it does exist in the school. In general, schools participating in the language arts self-evaluation judged themselves to be implementing a large percentage of the items that were valued highly. (WR)

ED 084 545 CS 200 841

Bush, Chilton R., Ed.

News Research for Better Newspapers. Volume 4. American Newspaper Publishers Association

Foundation, New York, N.Y.

Pub Date Feb 69

Note—103p.

Available from—American Newspaper Publishers Assn. Foundation, 750 Third Avenue, New York, N.Y. 10017 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Black Community, \*Communication (Thought Transfer), Content Analysis, Demography, Editing, \*Journalism, \*Media Research, Negroes, \*Newspapers, Press Opinion, Public Opinion, Reading Habits, Reading Interests, \*Surveys, Television

This volume contains all of the material published in American Newspaper Publishers Association (ANPA) News Research Bulletins during 1968. The 49 studies included are arranged under the following chapter titles: "Some Audience Characteristics," "Headlines and Makeup," "Content," "Some Communication Behavior," "Readership," "Readership by Teenagers," "Editorial Administration and Personnel," "What the Public Thinks of Its Newspapers," and "Miscellaneous." Six of the studies reported are from a new area of research, the Negro reader. A note at the beginning of each chapter cites research about the same subject matter reported in previous volumes. (TO)

ED 084 546 CS 200 842

Gage, Thomas Evans

The Impact of the Non-Graded, Multi-Selective English Curriculum on High School Students.

Pub Date 73

Note—270p.; Ph.D. Dissertation, University of California, Berkeley

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Performance, \*Elective Subjects, English Instruction, \*English Programs, \*Nongraded System, \*Program Evaluation, \*Secondary Education, Student Reaction, Writing

Studies involving different populations were involved in this four-part evaluation of the impact of non-graded, multi-selective English on high school students. Study A involved students who consistently scored high or low in percentile gain in the four ability groups, to ascertain any pattern of courses selected, sequences of courses attended, the degree of orientation toward achievement and toward acceptance pursued. Study B compared the performances of students in the experimental program with those in a traditional program. Study C involved a departmental design, administered, and evaluated writing exercises. Two types of comparisons were involved: an internal comparison of the same students for each year and a comparison of them as seniors with a control population of seniors. Findings showed the different ability groups for each sex benefited seemingly equally from the experimen-

tal program, the relationship of achievement orientation and acceptance orientation of those consistently scoring the low and high percent gain was random, the results of the comparison of scores favored the experimental population, and the nonsequential selection of courses affected the students deleteriously when they first entered English, but they scored significantly better when seniors. (Author/HOD)

**ED 084 547** CS 200 843

*Dieterich, Daniel J.*  
**Annotated Bibliography of Research in the Teaching of English: July 1, 1973 to December 31, 1973.**

National Council of Teachers of English, Urbana, Ill.

Pub Date Dec 73

Note—32p.

Journal Cit—Research in the Teaching of English; v8 n1 Spring 1974

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, Bilingual Education, \*Educational Research, Educational Testing, English Curriculum, \*English Education, \*Language Arts, \*Language Development, Literature, Mass Media, Oral Communication, Research Reviews (Publications), Teaching Methods, Written Language Identifiers—Status Surveys

This 114-item annotated bibliography covers research in the teaching of English published between July 1, 1973, and December 31, 1973. Subject headings include "Bilingual and Bicultural Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," and "General English Curriculum." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (WR)

**ED 084 548** CS 200 844

*Rapley, Penny J.*  
**Curriculum Guide: Career Exploration in Art Related Areas.**

Pub Date Dec 73

Note—44p.; Paper prepared for a graduate art course, University of Illinois at Urbana-Champaign

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Aesthetic Education, Architecture, \*Art Education, \*Career Choice, Commercial Art, \*Curriculum Guides, Fine Arts, Occupational Guidance, \*Secondary School Students, Vocational Development, \*Vocational Education, Vocational Interests

This secondary school curriculum guide describes a program of career exploration in occupational areas related to art. Included in the guide are: (1) "The Rationale," which emphasizes student examination of choices in relation to their interests, capacities, and values; (2) "Definitions of Career Education," which defines career education and career exploration and lists the art careers to be explored; (3) "Format of the Curriculum, which includes course introduction, instructional phases, and student evaluation; (4) "Introduction to the Course," which provides guidelines for the teacher and a list of behavioral objectives for the students; (5) "Instructional Phase One," which discusses the use of interest inventories, factors high school students deem important in a vocation, and the teacher's role in instruction; (6) "Instructional Phase Two," which suggests reading practices; (7) "Instructional Phase Three," which discusses the use of professionals in the community; and (8) "Instructional Phase Four," which discusses how to use a sophisticated type of role playing. Included in the appendix are self-rating scales for student use; reference materials for considering vocations as teachers, artists, architects, publishers, art critics, museum workers, art dealers, collectors, and occupational therapists; and a course evaluation questionnaire. (WR)

**ED 084 549** CS 200 846

*Bush, Chilton R., Ed.*  
**New Research for Better Newspapers. Volume 3. American Newspaper Publishers Association Foundation, New York, N.Y.**

Pub Date Feb 68

Note—131p.

Available from—American Newspaper Publishers Ass. Foundation, 750 Third Avenue, New York, N.Y. 10017 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Administration, \*Communication (Thought Transfer), Content Analysis, \*Journalism, Layout (Publications), \*Media Research, \*Newspapers, Press Opinion, Public Opinion, Reading Habits, Reading Interests, Research Methodology, \*Surveys, Television

This volume is a compilation of the summaries of news-editorial research reported in the American Newspaper Publishers Association News Research Bulletins during 1967. Of the 44 studies reported in this volume, twenty were done by universities, ten by individuals, nine by research agencies, and five by other organizations. The studies are arranged under the following chapter headings: "Makeup and Typography," "Some Communication Behavior," "Some Audience Characteristics," "Readership," "Readership by Teenagers," "Editorial Administration and Personnel," "News and Editorial Policy," "Content," "Research Method," and "Miscellaneous." A note at the beginning of each chapter cites research about the same subject matter reported in previous volumes. (TO)

**ED 084 550** CS 200 847

*Cornillon, Susan Koppelman, Ed.*  
**Images of Women in Fiction Feminist Perspectives.**

Pub Date 72

Note—399p.

Available from—Bowling Green University Popular Press, Bowling Green, Ohio 43403 (\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Characterization (Literature), Cultural Images, \*Females, \*Fiction, Literary Analysis, \*Literary History, Literary Mood, Literature, \*Sex Discrimination, Stereotypes, Womens Studies

Identifiers—\*Womens Literature  
Divided into four sections, this book, which examines women's literature, depicts the roles women have been forced to assume in society and are now beginning to occupy. "Woman as Heroine" consists of analyses of traditional views of women with discussions of myths of women, stereotypes of women's roles, needs, attributes, and potentials. "The Invisible Woman" investigates the roles women are forced to play in much fiction—as the Other, the thing, as symbol, or as non-cognating phenomenon for the hero to test himself against. "The Woman as Hero" reveals women as working; being political; creating; living in relationships with other women; being alive; adventuresome, self-determining, growing; making significant choices; questioning and finding viable answers and solutions; being human beings. "Feminist Aesthetics" provides statements revealing portions of the credo and manifesto of women in which women's desires, determinations, and abilities to achieve their goals are indicated. Twenty-two women authors contributed to the essays and six women compiled the bibliography of women writers before and of the twentieth century which concludes this volume. (HOD)

**ED 084 551** CS 200 848

*Doig, Ivan Doig, Carol*  
**News: A Consumer's Guide.**

Pub Date 72

Note—230p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$6.95 cloth, \$3.95 paper)

**Document Not Available from EDRS.**

Descriptors—\*Bias, Broadcast Television, Content Analysis, Economic Factors, \*Ethics, \*Evaluation Methods, Guides, Journalism, \*News Media, Newspapers, \*News Reporting, Press Opinion

A guide to news media, this book describes how to tell when a report is biased; provides tips on spotting hoaxes and public relations ploys in the news; gives standards to judge expert opinion and reliable sources; lists critics and other sources of help for the news consumer; discusses the endless contest among politicians, newsmen, and consumers; guides consumers through comprehensive source notes for personal research into the news; and discusses the ethics and economics of the newsroom, the reporter's many daily pitfalls, and the muck and hub-bub of life which are processed into news stories. (HOD)

**ED 084 552** CS 200 849

*Miller, Bernard S.*  
**The Humanities Approach to the Modern Secondary School Curriculum.**  
Pub Date 72

Note—210p.

Available from—The Center for Applied Research in Education, Inc., 70 Fifth Ave., New York, New York 10011 (\$8.95)

**Document Not Available from EDRS.**

Descriptors—Cultural Enrichment, \*Curriculum Development, English, Evaluation Techniques, Fine Arts, \*Humanities, \*Humanities Instruction, \*Interdisciplinary Approach, Literature, Secondary Education, Thematic Approach

The humanities curriculum described in this book is designed as a multidisciplinary, integrated approach to learning. Chapter 1 discusses a definition of the humanities; the segmented curriculum; student expectations; teacher training and the importance of the faculty; the humanities and the sciences; organizing a humanities program; advantages of multidisciplinary teaching teams; and the core curriculum versus the humanities. Chapter 2 considers the overstuffed and representative humanities courses; the John Hays Fellows program; the central position of the fine arts; and photography, film, and television. Chapter 3 discusses teacher expectations and student achievement, and the limited ability student in the humanities curriculum. Chapter 4 discusses the "senior slump" and the senior seminar project, procedure, and evaluation. Chapter 5 deals with faculty participation, teacher reference points, and humanities and school morals. Chapter 6 includes teacher comments on the humanities and considers scheduling a humanities curriculum, meeting with the students, and the importance of the initial humanities session. Chapter 7 considers projects, seminars, and field trips. Chapter 8 concentrates on evaluation techniques. (LL)

**ED 084 553** CS 200 850

*Marnell, William H.*  
**The Right to Know: Media and the Common Good.**

Pub Date 73

Note—221p.

Available from—The Seabury Press, 815 Second Avenue, New York, N.Y. 10017 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—\*Censorship, \*Citizen Role, \*Civil Liberties, Court Cases, Court Litigation, Due Process, \*Freedom of Speech, Journalism, \*News Media

A study of the citizen in his relationship to the free press, this book examines the right of the citizen to protection against the disclosure of information perilous to the public safety, his right to a fair trial, his right to his reputation, his right to his privacy, and his right to live in the moral climate of his choice. The discussion of each right is supplemented throughout with examinations of famous and lesser-known court decisions. (HOD)

**ED 084 554** CS 200 851

*Hollister, Bernard C. Thompson, Deane C.*  
**Grokking the Future: Science Fiction in the Classroom.**

Pub Date 73

Note—168p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—Ecology, Economics, \*Futures (of Society), Generation Gap, Human Relations, \*Instructional Aids, Literature, Motor Vehicles, Municipalities, Nuclear Warfare, Overpopulation, \*Science Fiction, Secondary Education, \*Social Behavior, \*Social Problems, Teaching Guides

This book demonstrates how science fiction offers new insights into current social issues and helps students become more creative in their thinking about the future. Chapters begin with a discussion of science fiction through "what if" questions. From there chapters explore the concept of ecological balances through a combination of sciences fiction and fact; selected sciences fiction works which can be used to pose the problem of overpopulation; ways in which science fiction can be used to help students confront the love/hate relationship which exists between men and machines; the automobile as revealed through the extrapolations of the science fiction writer; the threat of nuclear destruction as treated in science fiction; ways in which science fiction has dealt with social order and control, and deviance and nonconformity, tolerance and compassion, economic principles, the decay of cities, and speculations on the future; and how



science fiction may be used to approach the study of generation gaps. Student exercises and selected bibliographies accompany each chapter. (HOD)

ED 084 555 CS 200 853

Nam, Sunwoo Oh, Inwhan.  
Freedom of the Press as a Function of Subsystem  
Autonomy and As An Antithesis of Develop-  
ment.

Pub Date Aug 73

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colo., August 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authoritarianism, \*Censorship, Democracy, \*Developing Nations, \*Economic Development, \*Freedom of Speech, Governmental Structure, Government Role, Industrialization, Journalism, Mass Media, \*News Media, Political Attitudes, Political Socialization, Politics, Press Opinion

The essential nature of political structures of developing nations appears to generate an opposition to criticism. Since most of the developing nations see no alternative but to regard freedom of the press as an antithesis to industrial development, many such nations suppress press freedom. The relationship between developmental efforts and curtailment of press freedom can be observed in the degree of subsystem autonomy rather than the economic indices. A taxonomy of press freedom developed according to the political systems is referred to as "Mobilized Modern Systems with High Differentiation and Secularization" and "Premobilized Modern Systems with Limited Differentiation and Secularization." Developing nations fall under the second category and all other nations under the first. In analyzing subsystem autonomy, data reflect that if societal differentiation is high, the press is most likely to be free and vice versa. (DS)

ED 084 556 CS 200 854

Sim, John Cameron

Toward a Definition of "Suburban Newspaper."

Pub Date Aug 73

Note—15p.; Paper presented at the Annual Meeting of the Association of Education in Journalism (Fort Collins, Colo., August 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Development, \*Journalism, Mass Media, Metropolitan Areas, \*Newspapers, Population Distribution, Population Growth, Population Trends, Publications, Public Opinion, \*Publishing Industry, Suburban Environment, Suburban Problems, \*Suburbs, \*United States History

A "suburban newspaper" cannot be simply defined as a "newspaper published in the suburbs" or a "rural publication." Instead, a description of the suburb and the newspaper must be combined to arrive at a more sound definition of the term. A suburb is "an area outside the political limits of a city but in that city's standard Metropolitan Statistical Area." James E. Pollard wrote that a "newspaper" is a publication "issued at frequent and regular intervals, with a paid following of regular readers...carrying general news...editorials...and advertising." The first recognition of the suburban newspaper was in 1914 with the formation of the Suburban Publishers Association, but there was no academic recognition of the term at that time. The significance of the association was that its members acknowledged that something did exist between city and country. In 1917, at a convention of the National Editorial Association, speakers urged the publication of "suburban weeklies." However, it was not until post-World War II that the suburban newspaper flourished, coinciding, as it did, with the rapid growth of the suburbs. (DS)

ED 084 557 CS 200 855

Bovee, Warren G.

Microform Publishing: Salvation for Short-Run Periodicals?

Pub Date Aug 73

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colo., August 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Documentation, \*Information Dissemination, Information Utilization, Journalism, \*Microfiche, \*Periodicals, Printing, \*Publishing Industry, Technology

Micropublishing, a new technology, has provided small-circulation periodicals, which have little advertising revenues, with an alternative to escalating costs of traditional paper publication. The process of micropublishing which is most serviceable for short-run periodicals involves the use of microfiche—a small piece of film which can contain photo reductions of up to 98 pages of written or pictorial photocopy. The greatest advantage of using microfiche is its economy compared to the cost of printing, but the reader must insert the fiche into a viewer to enlarge each frame to the original page size so that it can be easily read. During transition to microfiche it is advisable to publish short-run publications in both microfiche and standard print. Although microfiche magazines appeal to institutional subscribers (particularly libraries), individual subscribers may consider them inconvenient and may be resistant to micropublications until they are more widely accessible and less expensive than printed equivalents. If the current trend continues, the transition to microfiche may occur despite the reluctance of readers and magazine publishers. (EE)

ED 084 558 CS 200 883

Hawley, Robert Coit

Composition for Personal Growth: Program Design and Evaluation.

Pub Date 72

Note—138p.; Ed.D. Dissertation, University of Massachusetts; See also document CS 200 837

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,520, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), \*Composition (Literary), Doctoral Theses, English Instruction, \*Program Design, \*Program Effectiveness, Secondary Education, Self Evaluation, Teaching Techniques, Values, \*Verbal Communication, \*Writing

Identifiers—\*Composition for Personal Growth Program

This thesis describes the design and evaluation of the "Composition for Personal Growth" program developed by Sidney B. Simon, Robert C. Hawley, and David D. Britton. In developing the program, the designers sought to remedy what they considered to be the four major faults of many traditional composition programs: lack of meaningful subject matter, lack of responsive audience, inescapable negative criticism, and an aura of perfection which is exemplified both by the adulation of the "masters" in teaching style and by the demand for complete polished essays to be presented as the weekly "theme." The program stresses three overlapping areas of personal growth as organizing principles for the program—identity, interpersonal relations, and values into action. The program was field-tested extensively during the fall of 1971 and the winter of 1972. The results of four different types of evaluation, the most important of which is the excerpted letters and comments of teachers using the program, are reported in this document. The findings from these letters and comments indicate that the program seems to produce personal and professional growth in teachers. (Author/LL)

ED 084 559 CS 200 884

Seubert, Hilary Frank

A Study of an English Education Curriculum Developed for a County Penal Institution.

Pub Date 73

Note—277p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,358, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Communication Skills, \*Correctional Education, Correctional Rehabilitation, Doctoral Theses, Educational Research, \*English Curriculum, \*English Instruction, English Programs, Prisoners, \*Reading Instruction, Reading Skills

Identifiers—\*Curriculum for Improving Communications Skills

The major purpose of this study was to determine the extent of the progress of county prison students involved in a Curriculum for Improving Communications Skills (CICS) treatment as compared to another group of county inmates not pursuing this type of curriculum. The CICS pro-

gram used in this research consisted of a series of twenty mini-English/reading lessons especially designed for the experimental group at Delaware County Prison. Additional purposes for this study were to note inmate change of attitude with regard to self-image and education. Two intact groups consisting of sixty subjects were pretested with the Adult Basic Learning Examination and the Semantic Differential instruments. The findings indicated no significant difference at the .05 level between the experimental and control groups. The major conclusion drawn from this study was that the treatment of mini-English/reading lessons did not result in a significant gain for the experimental group. A second conclusion was that no statistically significant changes in attitude with regard to self-image and education occurred in the experimental as compared to the control group. (Author/WR)

ED 084 560 CS 200 887

Alexander, Paulette Marlowe

The Development of Auditory Skills in Young Children: An Interdisciplinary View.

Pub Date 73

Note—284p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-22,784, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Auditory Discrimination, Doctoral Theses, Educational Research, Elementary School Students, Reading Improvement, Reading Instruction, \*Reading Skills, \*Speech Skills, \*Writing Skills

The problem of this study was to find out how auditory skills develop and what teachers can do to help children who have not developed them sufficiently to support successful reading instruction. It was hypothesized that most of the strategies for developing auditory skills were already in the literature of the related disciplines but needed to be brought together and made more accessible to classroom teachers. The procedure was to study the literature on auditory skills in the various related disciplines to discover principles of language learning and strategies which a regular classroom teacher could implement. The study revealed that fundamental processes were generally neglected. Most of the efforts to develop auditory skills were concerned with phonics, although awareness of speech sounds is the last auditory skill to develop. Study of the literature suggested that rhythm, repetition, and pleasure are central to the development of auditory skills. The most crucial process in language development, apparently, is the internalization of auditory input. The child must internalize the patterns of his language to the point where he can use them automatically in spontaneous speech. The main conclusion drawn from the study is that teachers need intensive training in linguistic fundamentals and the stages of language development and in implementing available aesthetic resources. (Author/WR)

ED 084 561 CS 200 904

Snyder, Marlene

Film as a Documentary, Language Arts: 5113.34.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—26p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, \*Documentaries, Elective Subjects, \*English Instruction, Film Production, \*Film Study, Propaganda, \*Secondary Education, \*Teaching Guides

Identifiers—Minicourses, \*Quinmester Program

Developed for a high school quinmester unit on film, this guide provides the teacher with teaching strategies for an inquiry into the form and development of the motion picture and television film documentary, the preparation and production of students' individual or group documentaries, and the evaluation of the documentary as social commentary and as an art form. The range of subject matter includes (1) distinguishing and identifying the documentary film; (2) methods of translating subject matter into film; (3) literal language of film; (4) figurative language of film; (5) propaganda; (6) thematic approach of documentaries to contemporary problems; and (7) presentation of student documentaries. The guide is arranged according to performance objectives

with suggested teaching ideas listed under each objective. Appendixes contain information on how to write a scenario and a list of resources. (HOD)

**ED 084 562** CS 200 906

**The Harlem Renaissance, English: 5114.72.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—31p.; Authorized course of instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Literature, Curriculum Guides, \*English Instruction, Negro History, \*Negro Literature, \*Secondary Education, \*Teaching Guides, \*Twentieth Century Literature

Identifiers—Harlem Renaissance, Minicourses, \*Quinquennial Program

Developed for a high school quinquennial unit on the Harlem Renaissance, this guide provides the teacher with teaching strategies for a study of the background and factors leading up to the Harlem Renaissance, the major literary figures of the period and their philosophies, and representative pieces of literature. The range of subject matter covers an investigation of African and Afro-American heritage, factors leading up to the Harlem Renaissance, major writers and their works, and the continuing influence of the period. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources (state-adopted texts, non-state-adopted texts, films, sound filmstrips, recordings, and reference books) is provided. (HOD)

**ED 084 563** CS 200 909

Groff, Irvin

**The Language of Persuasion, English, Vocabulary: 5114.68.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—23p.; Authorized course of instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Communication (Thought Transfer), Critical Thinking, Curriculum Guides, Discourse Analysis, \*English Instruction, Mass Media, \*Persuasive Discourse, \*Propaganda, \*Publicize, Secondary Education, Speech Skills, \*Teaching Guides

Identifiers—Minicourses, \*Quinquennial Program

Developed for a high school quinquennial unit on the language of persuasion, this guide provides the teacher with teaching strategies for a study of the speaker or writer as a persuader, the identification of the logical and psychological tools of persuasion, an examination of the levels of abstraction, the techniques of propaganda, and the effective forces in advertising. The range of subject matter includes (1) the identification of the devices used by the propagandist and evaluation of their effectiveness; (2) evaluation of news in the mass media; (3) evaluation of advertising in the mass media, including analysis of techniques and identification of appeals; and (4) instruction and practice in the use of persuasion. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources (state-adopted textbooks, non-state-adopted supplementary materials, and films) is provided. (HOD)

**ED 084 564** CS 200 911

Kenzel, Elaine Williams, Jean

**The Dickens Family, English: 5113.301.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—44p.; Authorized course of instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Guides, \*English Instruction, \*English Literature, Nineteenth Century Literature, \*Secondary Education, \*Teaching Guides, \*Victorian Literature

Identifiers—Dickens (Charles), Minicourses, \*Quinquennial Program

Developed for a quinquennial unit on the Dickens family for the high school, this guide provides the teacher with teaching strategies for a course of study designed to familiarize the student with aspects of Victorian England through the multiple works of Charles Dickens. Works to be read and studied include "Oliver Twist," "Tale of Two Cities," "A Christmas Carol," "Pickwick Papers," "David Copperfield," and "Great Expectations." The range of subject matter covers the world conditions preceding Dickens, the times of Charles Dickens. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources (state-adopted textbooks, reference books, and films) is provided. (HOD)

**ED 084 565** CS 200 912

**An Introduction to Nonfiction, Language Arts: 5114.55.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—14p.; Authorized course of instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Autobiographies, Biographies, Curriculum Guides, \*English Instruction, Essays, \*Expository Writing, \*Literature, \*Secondary Education, \*Teaching Guides

Identifiers—Minicourses, Nonfiction, \*Quinquennial Program

Developed for a high school quinquennial unit on nonfiction, this guide provides the teacher with teaching strategies for an introduction to nonfiction as a form of writing dealing with truth, facts, and ideas. Various classifications of nonfiction are investigated, including the biography, the essay, and true tales of great adventure, with required readings on each. The range of content covers various types of nonfiction, unique qualities of nonfiction, and writing examples of nonfiction. The course is developed so that it concerns itself more with personal values of reading and writing nonfiction than with the formal listing of conventions and terminology. The guide is arranged according to performance objectives with suggested teaching strategies listed under each objective. A list of student and teacher resources (state-adopted textbooks, reference books, and films) is provided. (HOD)

**ED 084 566** CS 200 913

**Yearbook Editing, English, Journalism: 5115.149.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—13p.; Authorized course of instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Guides, \*Editing, Elective Subjects, Journalism, Language Arts, \*Layout (Publications), Photography, Secondary Education, \*Student Developed Materials, \*Teaching Guides, \*Yearbooks

Identifiers—Minicourses, \*Quinquennial Program

Developed as part of a high school quinquennial unit on yearbook editing, this guide provides the teacher with strategies for teaching a course designed to train student editors in developing a plan for the book, emphasizing the importance of the yearbook as a permanent document. Students apply this philosophy in planning a theme and in insuring continuity, accuracy, and fully representative coverage of students, faculty, academic and extracurricular activities, and current attitudes. Range of subject matter focuses on developing the theme and the sections; outlining the year's work; supervising the layout, the photography, the preparation of the dummy, the compilation of the index, and the proofing of the sections; planning the sales campaign, overseeing the budget, and distributing the book; and making recommendations for next year's book. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. Appended is a list of student and teacher resources. (HOD)

**ED 084 567** CS 500 450

Brown, Eric R.

**The Effect of Pause Deletion Schemes on Speech Comprehension under Time-Compression Conditions. Final Report.**

New York Univ., N.Y. Dept. of Educational Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-B-108

Pub Date Jul 73

Grant—OEG-2-2-B108

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Students, \*Language Research, \*Listening Comprehension, Mathe-

matic Linguistics, Phrase Structure, \*Speech,

\*Speech Compression

Identifiers—Pause Deletion

This experiment sought to determine the effect of various pause-deletion schemes on the comprehension of oral language under time-compression conditions. Three pause-deleted versions of a 1540-word spoken message read at 164 words per minute (wpm) were prepared. The first version deleted all inter-lexical pauses occurring at significant immediate constituent boundaries. The second version deleted inter-lexical pauses corresponding to Deep Structure Analogue breaks. The third deleted all inter-lexical pauses of 50 milliseconds or greater duration. These three recordings, plus a control condition with pauses intact, were differentially time-compressed to six target rates from 225 to 350 wpm. A total of 168 college students served as subjects. The subjects listened to one of the 24 experimental conditions and subsequently took a 55-item comprehension test. Results of this experiment and an additional replication of the experiment involving 192 college students failed to confirm any significant differences between pause and non-pause-deleted conditions. These results were interpreted as disconfirming a two-stage model of speech perception and comprehension. (Author/WR)

**ED 084 568** CS 500 451

Melody, William

**Children's Television: The Economics of Exploitation.**

Pub Date 73

Note—164p.

Available from—Yale University Press, 302 Temple St., New Haven, Conn. 06511 (\$7.95 cloth, \$1.95 paper)

Document Not Available from EDRS.

Descriptors—\*Broadcast Industry, \*Broadcast Television, Economic Factors, Publicize, Public Policy, \*Television Commercials, \*Television Research

Identifiers—\*Children's Television, Federal Communications Commission

This study deals with the economics of children's television within the institutional structure of the broadcasting industry, the framework for developing public policy in commercial broadcasting, and the fundamental economic forces affecting the direction of the development of the industry. Chapters (1) delineate the basic economic model of commercial broadcasting (a model in which programs serve primarily as bait to attract the viewers); (2) analyze the history of children's television; (3) develop the unique economic characteristics of children's television; (4) examine the development of children's television into a major issue of public policy; (5) acknowledge that although the problems of children's television have been recognized by the Federal Communications Commission as matters for policy consideration, there are questions that must be raised as to the specific responsibilities of the Commission, the limits of its legal authority, and the range of alternative policy options that it could adopt; and (6) address the fundamental issue of whether the objective of protecting children from being selected for pinpoint advertiser exploitation can be met within the existing framework of our commercial broadcast system. (HOD)

**ED 084 569** CS 500 452

Bartlett, John B., Ed.

**Bibliography in Oral Interpretation of the Non-Speech Journals 1973-74.**

Speech Communication Association, New York, N.Y.

Pub Date Nov 73

Note—19p.; Distributed through the courtesy of the Oral Interpretation Interest Group of the Speech Communication Association

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Literature, Analytical Criticism, \*Annotated Bibliographies, English Literature, Fiction, Impressionistic Criticism, \*Interpretive Reading, Literary Styles, Literature Reviews, Novels, \*Oral Expression, \*Periodicals, Poetry, Prose, \*Speech Education

There are eight major categories and 198 entries in this annotated bibliography compiled and distributed by the Oral Interpretation Interest Group of the Speech Communication Association. The categories are designated as (1) Type of Literature, (2) Analysis of Literature, (3) Bibliographical Data and Social Background, (4)



The Art of Literature, (5) Critical Judgments, (6) The Poet and Tradition, (7) Quantitative Studies, and (8) Miscellaneous. Most of the journal articles cited deal with better-known English language prose writers, poets, and novelists, although some European authors are mentioned. The scholarly journals covered represent English and American literature interests and include, among others, "Swanee Review," "The Review of English Studies," "Journal of Philology," "South Atlantic Quarterly," "Spectator," and "Studies in English Literature." The articles stress oral interpretation possibilities along with literary analysis and criticism of the major works of certain authors. The criticism is analytical, formal, and impressionistic rather than historical and textual. (DS)

ED 084 570 CS 500 453

Owens, Rosemary J.

**The Oral Interpreter and Character Analysis.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 70

Note—5p.

Journal Cit—Speech Journal; v8 p21-25 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Characterization (Literature), \*Communication (Thought Transfer), \*Drama, \*Dramatics, \*Higher Education, \*Interpretive Reading, \*Literary Analysis, \*Narration, \*Oral Communication, \*Speech Skills, \*Theater Arts

If dramatic characters are to be rendered "three dimensional" in performance, both the dramatist and the actor/interpreter must create them with proper attention to the physical, sociological, and psychological aspects of character. If oral interpreters understand these dimensions of a particular character, they can analyze such elements as motivation, the manner by which the character expresses himself, his effects on other characters, reactions to him from other characters, and the results of his actions on subsequent events. The student of oral interpretation must begin his analysis of any specific literary passage by understanding the entire selection as objectively as possible in order to realize the relationship of the character and the passage to the whole plot, theme, mood, or style of the work. Sources of information for proper analysis are dialogue, descriptions, and author expositions within the work. (RN)

ED 084 571 CS 500 454

Brake, Robert J.

**"Living Dolls" and the Growth of Self.**

Pub Date Nov 73

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Children, \*Communication (Thought Transfer), \*Human Relations, \*Individual Development, \*Interaction Process Analysis, \*Interpersonal Relationship, \*Play, \*Role Conflict, \*Role Perception, \*Toys

Identifiers—"Dolls"

The impact dolls have on children's formation of self-concepts is a relevant area for research by interpersonal communication theorists because dolls are admired objects, external expressions of internal convictions, and everyday objects that provide meaningful experiences for children. The more positive qualities of traditional dolls help children realize role identities, give companionship, and provide ego-ideals. The "living dolls" of today, especially the battery-operated "mini-robots," reduce children to a passive role which impedes children from exercising imagination and having satisfactory fantasy experiences. Children are unable to express their emotions when playing with "living dolls" that talk and walk. Contemporary dolls are sophisticated actualizations of our fear of domination by machines. Today's living dolls, intended for quick sale and discard, also reveal much about the lack of permanence and stability of contemporary society. (EE)

ED 084 572 CS 500 455

Smith, Robert M.

**Toward Measurement of Human Problem Solving in Simulations.**

Pub Date Nov 73

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Decision Making Skills, \*Game Theory, Information Theory, \*Interaction, Measurement Techniques, Models, \*Problem Solving, \*Research Methodology, Role Playing, Simulated Environment, \*Simulation

Simulation, defined as a representational model of a particular theory, has been the subject of some research in the communication field, but there has been little material published on the uses of simulation as a research tool. Simulations are considered helpful in closing gaps between field studies and laboratory research, serving to increase coherence and consolidate theories. A simulation will be representative of the theory it serves only to the extent that it fits a well-constructed, representative model and accounts for the interaction of variables consistent with the theory. If data from a simulation do not support the hypotheses of the theory, either the hypotheses or the simulation should be adjusted according to the experimenter's goals and his degree of objectivity. The validity of simulation must be tested for specific objectives. Many simulations are more correctly identified as games or metaphorical extensions of man's social behavior. Important considerations in the use of games as simulations include control of game behavior consistent with the reference system, proper introduction of subjects to the game activity, and determination of whether or not role playing behavior best serves the game. (RN)

ED 084 573 CS 500 456

Smith, David H.

**There Is No White Horse: A First Step toward Improving Communication in Business.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 69

Note—4p.

Journal Cit—Speech Journal; v5 p35-38 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Business Education, \*Communication (Thought Transfer), \*Group Dynamics, \*Human Relations, \*Industrial Relations, \*Intercommunication, \*Interpersonal Relationship, \*Organizational Climate, \*Speech Education

Identifiers—"Organizational Communication"

Businessmen who are concerned about their own communication effectiveness and the general communication practices of their organizations must first realize that attempts to improve communication take hard work and involve frequent failure. Although most businessmen believe communication to be ordinary and simple, they are concerned by the fact that they are frequently misunderstood by their associates. The misunderstandings cannot be resolved because communicators assume and expect understanding. When communication breaks down, they fix blame rather than seek solutions. The reasons employed for blaming communication failures on others are that the person who has misunderstood is either stupid, emotionally unbalanced, not motivated, or is of unsavory character. Effective interpersonal relationships can be improved with a sophisticated concept of human interaction. Books, consultants, and training courses in communication skills for businessmen that offer simplistic answers to the problem of human interaction should be rejected in favor of those that substitute the goal of understanding for gimmicks and formulas. (EE)

ED 084 574 CS 500 457

Erway, Ella Anderson

**Listening: The Second Speaker.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 72

Note—6p.

Journal Cit—Speech Journal; v10 p22-27 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Instructional Innovation, Language Arts, \*Listening, \*Listening Skills, \*Listening Tests, Models, Receptive Language, \*Speech Curriculum, \*Speech Habits

Scholars agree that listening is an active rather than a passive process. The listening which makes people achieve higher scores on current listening tests is "second speaker" listening or active participation in the encoding of the message. Most of the instructional suggestions in listening curriculum guides are based on this concept. In terms of a communication model, instead of a

process in which one member of a system passively decodes the message while the other encodes, "second speaker" listening refers to both members encoding the same message at the same time. Thus, the process of effective listening has been properly called decoding. Becoming the "second speaker" requires background information about the subject listened to, motivation to listen, and organizational skill. A direct approach to teaching decoding has not yet been developed, although instruction in several dimensions of decoding has proved helpful. Improvement in listening instruction requires innovative strategies and rigorous research for results. Until these developments occur, listening will continue as a neglected area of the communication curriculum. (EE)

ED 084 575 CS 500 458

Barrell, Arthur Rex

**The Problem of Meaning.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 70

Note—5p.

Journal Cit—Speech Journal; v7 p32-36 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), \*Language, \*Linguistics, \*Linguistic Theory, \*Nonverbal Communication, \*Oral Communication, \*Semantics, \*Semiotics, \*Structural Analysis

Identifiers—"Multiple Languages Facility"

The study of semantics, the study of meaning, promises more complete communicative thought transfer if several problem areas can be solved or at least generally agreed upon. The problem of exact definition of words arises from the fact that no one work is the exact equivalent of another. However, the study of many languages forces the mind to conceive of slightly new shades of meaning and reduces the problem of equivalence that remains within only one language. Another difficulty arises, however, upon the realization that much of the meaning of language emerges from its structure. Other problem areas requiring further study involve denotation and connotation, differing understandings of meanings due to differing cultures or social standings of the users, and meaning variation resulting from "occasional" language—language used only on specific occasions such as formal state dinners. (CH)

ED 084 576 CS 500 459

Shaw, Eugene F.

**Our De-urbanized Cities and Other Obvious**

**Paradoxes—An Outsider's Contributions to an Action Caucus of the SCA (Speech Communication Association).**

Pub Date Dec 72

Note—15p.; Paper prepared at the invitation of the 1972 Action Caucus of the Speech Communication Assn. and delivered at the SCA Convention, Chicago, December 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, \*College Role, \*Communication (Thought Transfer), \*Community Characteristics, \*Information Theory, \*Urban Culture, \*Urban Extension, \*Urbanization, \*Urban Studies, \*Urban Universities

Despite large rural areas, the United States is basically an urban nation, particularly since the extensiveness and variety of communication networks, rather than open spaces, determine the true degree of urbanization of a region or community. A region is urban to the extent that its interpersonal and media channels are developed. The metropolitan city, with its diverse groups of people, occupations, and ideologies, is urban only if these diversities are interrelated and interdependent through communication networks. An individual's urbanism is determined by the degree to which he participates in and responds to communication messages. American cities are becoming increasingly "de-urbanized," not only because of departures of businesses and families, but also because of the insularity and isolation of those who remain. This isolation is caused largely by feelings of instability and insecurity. The great problem of cities is to increase public participation in the communication networks. The city colleges can play a major role, with their unique opportunities to provide a more urban outlook to their students through varied curricula and adult education programs. (RN)

ED 084 577 CS 500 460

Faulk, Arlene Stetler, Cheryl  
**Communication in Organizations: The Communication Environment of a Task-Force Team.**  
 Pub Date Apr 73

Note—11p.; Paper presented at the Annual Conference of the International Communication Assn. (Montreal, April 23-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Organization, Business Administration, \*Communication (Thought Transfer), Interaction Process Analysis, \*Management Information Systems, Management Systems, \*Organizational Development, \*Organizations (Groups), Task Analysis

Identifiers—\*Organizational Communication

Changes in organizational structures, with less emphasis on bureaucracy, require new approaches to communication. One relatively new form of organization design is the "task force" or "project team" which is assigned to one specific short-term program, after which the team is dissolved and its members reassigned. A study of a project team in a research consultant organization was conducted in order to analyze its structure and methods of communication. Information from a questionnaire distributed to team members indicated, first, that they consider superior-subordinate relationships to exist for administrative purposes only and on a temporary basis, and second, that decisions are made by both project leaders and individuals. Most of the interpersonal communication is by one-to-one conversations. The most important factors that "facilitate" their work are job autonomy (freedom from rigid supervision and freedom to make one's own decisions) and the availability of consultation and information exchange. However, a few team members felt that a lack of direction and control was a hindering factor, along with a lack of information about the project. These results indicate that in order to operate effectively a project team must allow its members to make decisions and conduct their own operations but must still provide a coordinator to insure the proper flow of information. (RN)

ED 084 578 CS 500 461

Fischbach, Robert Mark  
**An Experimental Investigation of the Effects of Orientation on Consensus and the Quality of Group Solutions.**  
 Pub Date Nov 73

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Conflict Resolution, \*Decision Making, Group Behavior, \*Group Dynamics, Grouping Procedures, Group Relations, \*Group Structure, \*Interaction, Self Directed Groups, Small Group Instruction

Identifiers—Consensus, \*Small Group Communication

The qualities of small group communication and interaction were tested in this study, which specifically measured group consensus and the quality of group decision making. Fifty groups of five members each were used. One member of each group was trained to exhibit either high or low "orientation," knowledge of the procedures the group performed. The groups that contained an individual of "high orientation" were significantly closer to consensus than other groups. However, groups with a "high orientation" individual did not produce significantly higher quality solutions to their sample problems. Also, no decided correlation between high consensus scores and the quality of the group solutions was observed. (CH)

ED 084 579 CS 500 462

Underwood, Willard A.  
**An Examination of Undefined Forms of Proof in Academic Debate.**  
 Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Critical Thinking, \*Debate, Deductive Methods, Evaluative Thinking, Inductive Methods, \*Logic, \*Persuasive Discourse, \*Public Speaking

Identifiers—\*Argumentation

Although texts on debate and argumentation deal with accepted forms of evidence, reasoning, and logical methods of proof, they do not cover adequately the "undefined" forms of proof. Criteria of evidence found in forensic literature are not always followed strictly by judges, in courtroom or classroom. Many debate judges allow imprecise, vague, or inaccurate reasoning ("non-evidential" proof) the same credibility as more reliable evidence. A more pragmatic definition of evidence is that it covers anything that influences the outcome of a debate or a trial, including such factors as a speaker's appearance, his manner of presentation, and his persuasive tactics other than use of facts, testimony, or documentation. The outcome can depend also on the attitudes of the judge or jury and their interpretation of the material presented. A knowledge of undefined forms of proof, or non-evidential evidence, will help debaters evaluate their powers of persuasion more realistically. (RN)

ED 084 580 CS 500 463

Drake, H. L.  
**General Semantics and Science Fiction in the Speech-Communication Classroom.**  
 Pub Date Nov 73

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Fiction, Higher Education, Nonverbal Communication, Rhetoric, \*Science Fiction, \*Speech, \*Teaching Techniques, Verbal Communication

Identifiers—\*General Semantics, Heinlein (Robert), Interpersonal Environments, Korzybski (Alfred), Vogt (A. E. Van)

The principles and practices of general semantics can be taught to college classes within the context of quality science fiction writings. The works of A. E. van Vogt and Robert Heinlein are particularly useful in exemplifying the details of general semantics. These works and some other science fiction are based upon the Korzybskian principles of "time-binding," the "natural order" of evaluating and decision making, and "consciousness of abstracting from phenomena in constant flux." The intrapersonal and interpersonal environments described in these stories are embodiments of Alfred Korzybski's postulations. The teaching of general semantics is greatly facilitated by the classroom use of these works which illustrate the contemporary viability of such speech communication study. (CH)

ED 084 581 CS 500 464

Seibold, David R. Steinfatt, Thomas M.  
**Prisoner's Dogmatism Scores and Creative Alternative Game Behavior under Full Communication and Real Reward Conditions: A Correlational Study.**  
 Pub Date Nov 73

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, Communication (Thought Transfer), \*Conflict, \*Dogmatism, \*Game Theory, Information Theory, \*Prisoners, Problem Solving

Identifiers—\*Creative Alternative Games

To extend information on communication to game theory, a study was conducted (1) to determine whether there was a relationship between dogmatism of players in a creative alternative game and their game behavior, and (2) to compare the behavior of federal prison inmates playing a game under conditions of real rewards and full communication opportunities with college students under similar conditions. After completing dogmatism tests, 20 prisoner subjects were assigned to pairs, according to test scores, for the creative alternative game. Results of the 37 game trials supported the assumption that "low dogmatic" pairs would arrive at more "creative" solutions than "high dogmatic" pairs. Comparison of the prisoner results with those of the four college experiments indicated that the percentage of cooperative responses were similar in both groups, "low dogmatic" pairs in both groups tended to behave much the same, but "high dogmatic" pairs in the prison group tended to play more cooperatively than in the college samples. Ultimately, findings about the influence of the dogmatism variable on communication behavior still remain inconclusive. (RN)

ED 084 582 CS 500 466

Fletcher, James E.  
**New Directions in Mass Communications Research: Physiological Measurement.**  
 Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Albuquerque, November, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Communication (Thought Transfer), Evaluation Methods, Inductive Methods, Mass Media, \*Measurement Techniques, \*Media Research, \*Music, Persuasive Discourse, Physiology, \*Psychophysiology, Publicize, \*Research Design

Psychophysiological research into the effects of mass media, specifically the music of the masses, promises increased insight into the control the media exert on all their consumers. Attention and retention of mass media messages can be tested by measuring the receiver's electrodermal activity, pupil dilation, peripheral vasodilation, and heart rate. These measurements give some indication of the communicative effectiveness of a media message, but, in the case of mass music, attention and retention are low among its users despite the high popularity of the music. The cognitive processes that come into action in response to music do not display traditional patterns of inductive logic but rather can be called "abductive induction" since attention and retention do not increase with the repetition of the stimuli. (CH)

ED 084 583 CS 500 467

Markham, David  
**Media in Contemporary American Cultural Studies.**  
 Pub Date Nov 73

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Audiovisual Communication, \*Cultural Awareness, General Education, \*Higher Education, Humanities Instruction, Liberal Arts, \*Mass Media, \*Structural Analysis, \*Teaching Techniques, Thematic Approach, Visual Literacy

A strategy for teaching the liberal arts in colleges should include the study of American culture through the mass media as a major component. In an age of exploitative media messages and low audiovisual literacy on the part of the mass of media consumers, liberal education must be altered to include training in sophisticated media consumption. Such training can be accomplished through classroom structural analysis of the interrelationships between the culture and the view of that culture as projected by the media. A starting point can be the structural polarity of "abundance/scarcity," since the culture and the media reflect both the high standard of American living and the inflated desires of the citizens. Such media study can lead students to examine their own assumptions, values, and socio-political views so that they can more intelligently consume media messages. (CH)

ED 084 584 CS 500 468

Cowell, Catherine R.  
**The Problem of Love: A Survey of Theoretical Literature.**  
 Pub Date Nov 73

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affection, Communication (Thought Transfer), \*Hostility, \*Intercommunication, Intergroup Relations, \*Interpersonal Relationship, Mutual Intelligibility, Psychological Needs, Psychotherapy

Identifiers—\*Love

Viewing expression of affection as a problem in interpersonal communication, the author surveys psychological theories of affection and hostility. A brief summary of Freud's concepts of "death wish" and "eros" and a thorough consideration of Menninger's approach to re-direction of self-love are included, along with an overview of recent developments in group psychotherapy. Rado's approach to attainment of "affectionate respect," May's approach to the "myth of care," Roger's view of group acceptance as a solution to feelings of estrangement, and Allport's solutions to the individual's problems in reconciling affilia-

tion and autonomy needs are discussed in detail. Neo-Freudian and existentialist schools of psychology, it is noted, promise more positive forms of interpersonal communicative behavior than did the Freudian view, which accepted the predominance of destructive tendencies in human nature. (BLB)

ED 084 585 CS 500 469

Larson, Barbara A.

**Affirmative Action and Academic Women: A Crisis in Credibility.**

Pub Date Nov 73

Note—8p; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), \*Employer Attitudes, Employer Employee Relationship, Females, Feminism, \*Higher Education, \*Persuasive Discourse, \*Sex Discrimination, \*Women Professors

"Affirmative action" studies have reached a point which has produced for academic women a "crisis" or "turning point" in their professional lives. The problem is clearly evident, but remedial action has been very slow in development. Data on salary, rank, tenure, status, and policy-making powers illustrate few changes from previous discriminatory trends. To enhance credibility for academic women, a persuasive campaign utilizing argument, evidence, and the application of the analysis of rhetorical sensitivity and social interaction described by Hart and Burk must be launched. Utilization of methods of persuasion, power attainment, performance, publicity, and persistence to meet the credibility crisis promise real gains for women in the future. (BLB)

ED 084 586 CS 500 470

Sarbaugh, L. E.

**What Should Be the Unique Role of Teaching or the Unique Applications of Teaching in Departments of Speech Communication Located in Urban Environments?**

Pub Date Nov 73

Note—9p; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, Communication (Thought Transfer), Conflict Resolution, Game Theory, Interaction, \*Intercommunication, Persuasive Discourse, Social Action, \*Speech Instruction, \*Urban Culture, Urban Education, Urban Studies, \*Urban Universities

Urban environments are characterized by crowding, heterogeneous groups, disparities in opportunity between inner city and suburbia, concentrated hostility, complexity in organizational communication factors, depersonalization, dependence on mass communication, and high interdependence requiring balancing of conflicting goals. While communication principles are equally relevant despite the geographical area, emphasis and application of particular principles vary. In urban settings, three communication activities should be emphasized: (1) one-to-one interaction with emphasis on mutual growth through applications of empathic and problem-centered patterns developed by writers such as Ginott; (2) enhancement of social action and implementation processes through emphasis on principles related to the areas of communication anxiety reduction, organizational communication, and action campaigns; and (3) conflict management through games such as "prisoner's dilemma" and through applications of principles from persuasion, role playing, and consistency theories. Project approaches, utilization of electronic and other delivery systems, and relevant teacher training should be stressed in the context of lifelong education. (BLB)

ED 084 587 CS 500 471

McCroskey, James C.

**The Essence of Negative Debating.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 67

Note—7p.

Journal Cit—Speech Journal; v2 p17-23 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Communication Skills, \*Critical Thinking, \*Debate, Higher Education, Language Arts, Logic, Oral Communication, Oral

Expression, \*Persuasive Discourse, \*Public Speaking, Relevance (Education), Speaking Activities, \*Speeches, Speech Skills

In intercollegiate debate, negative debaters must be prepared with a variety of approaches to differing affirmative cases and must adapt to particular affirmative cases they meet. Successful negative debaters cannot determine their strategy until the presentation of the first affirmative speech or, in cross-examination debates, until after questioning the first affirmative speaker. Because of the somewhat mistaken predilection of most judges, however, negative teams must attack both the need for the affirmative plan and the plan itself. That is, even if the need for the affirmative plan is refuted, negative debaters should go on to refute the affirmative plan as well. Persuasiveness, language, style, delivery, and other aspects of oral expression influence judges, but, for negative teams, the need and the plan must be attacked for victorious presentations. (CH)

ED 084 588 CS 500 472

Wenzel, Joseph W.

**Seventeenth Century Reflections in the Rhetoric of Science in America.**

Pub Date 73

Note—17p; Paper presented at the Annual Meeting of the Central States Speech Assn. (Spring, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Colonial History (United States), Communication (Thought Transfer), \*Language Styles, Language Usage, Literary Criticism, Literary Styles, \*Rhetoric, \*Science History, \*Scientific Attitudes, Scientific Literacy, Textual Criticism

One of the results of the seventeenth-century revolution in learning was the rejection by scientists of classical rhetorical theories. The scientific societies established in colonial America reflected the European wish to replace the classic emphasis on "artificial" rhetorical style by making language usage more concrete, simple, and clear. In particular, they opposed the use of such rhetorical devices as figures of speech, "eloquent" writing, or "mere style." In the mid-nineteenth century, however, when the American Association for the Advancement of Science was founded, there was evidence of reaction against the "pure" scientific language usage and more critical attention paid to improvement of communication. The new concept of language usage emphasized a practical, utilitarian style of writing that would also require the scientist to study literary works to learn basic principles of rhetoric and composition. Scientific writings now draw upon the principles of communication first delineated by the classical rhetoricians—investigation, recollection, judgment, arrangement, and expression—but there is no evidence of any philosophical analysis of the "rhetoric of science literature" which might lead to a well-defined art of scientific discourse. (RN)

ED 084 589 CS 500 475

Smith, David H.

**The Master Symbol as a Key to Understanding Organizational Communication.**

Pub Date Nov 73

Note—15p; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), \*Cultural Environment, \*Group Dynamics, Intercommunication, \*Oral Communication, \*Organizational Climate, Perception, Speech, \*Symbolic Language, Verbal Communication

Identifiers—Cultural Myths, \*Organizational Communication

Oral communication is the primary mode used by members of organizational groups to build and intercommunicate shared cultural myths and values. Verbal communication within organizational groups—businesses, church congregations, nursing teams, and the like—is the foundation of the reality shared by members of the groups. Finding the master operating symbol used in intercommunication and the reality myths communicated is a new and efficient way of analyzing organizational communication. Organizations use common symboling and members consistently express the same values and themes. Members of test organizations tended to perceive events in

the same ways. Usefulness of master symbols for analysis of organizations has not yet been supported with statistical data, but intuitive examination indicates that the concept can yield new information about organizational dynamics. (CH)

ED 084 590 CS 500 476

Burks, Don M. Hart, Roderick P.

**Confrontation and the Rhetoric of Relationship—A Position Statement.**

Pub Date Nov 73

Note—9p; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, \*Communication (Thought Transfer), Emotional Response, Group Dynamics, \*Interaction Process Analysis, \*Interpersonal Relationship, Personal Relationship, \*Persuasive Discourse, \*Rhetoric, Verbal Communication

Identifiers—\*Confrontation

Confrontation, or aggressive verbal behavior, has been defended as a rhetorical tactic by some communication theorists on five bases: biological, psychological, sociological, rhetorical, and intellectual. Proponents of "rhetorical sensitivity," however, differ from those who would accept confrontation uncritically. Confrontation is not an inevitable requirement for the establishment and maintenance of effective interpersonal or group relationships and exchange of ideas. On the other hand, automatic agreement that precludes consideration of alternative courses of action should be avoided. There can be an "Aristotelian mean" between foolish consensus seeking at one extreme and controversy for the sake of controversy at the other. Rhetorically, the use of confrontation seems to be advisable only when other approaches have failed. Philosophically, confrontational exchanges seem to be appropriate only when the intellectual and psychological benefits outweigh the potential costs or damages to interpersonal relationships. (RN)

ED 084 591 CS 500 477

Crawford, John E. Reinard, John C., Jr.

**Persuasibility—A Reception-yielding Process: A Nonmonotonic Theory of Man's Reception Distortion Behaviors as a Function of Environmental Fluctuations.**

Pub Date Nov 73

Note—52p; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, Behavior Change, Cognitive Processes, \*Communication (Thought Transfer), Emotional Experience, \*Environmental Influences, Individual Psychology, Information Processing, \*Persuasive Discourse, \*Psychological Patterns, Rating Scales

Identifiers—\*Environmental Stability Scale

Three environmental elements—messages, events, and perceived consequences of choices—cause varying amounts of stress on an individual and affect his capacity to deal with his environment. There is a nonmonotonic relationship between environmental pressures ("event press") and persuasibility in that the number and importance of stressing events that a person experiences affects his cognitive capacities to process and accept new ideas. People who have experienced low amounts of "event press" tend to have cognitive inertia and are less prepared to respond to persuasive communication than those who have learned to function at higher cognitive capacities. However, those who have experienced very high amounts of "event press" are not able to process persuasive communication because of exhaustion of their cognitive capacities. The development of an "Environmental Stability Scale" to provide an estimate for the amount of adjustment to "event press" required for balanced information processing and a pilot experiment to test the effects of a persuasive message on subjects of high, moderate, or low "event press" show promise in understanding these phenomena. (Research data are included.) (RN)

ED 084 592 CS 500 478

Kemp, Robert L.

**Debate Innovations at Workshops.**

Pub Date Nov 73



Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cocurricular Activities, Communication (Thought Transfer), \*Debate, \*Educational Innovation, Intercollegiate Programs, Oral Communication, Persuasive Discourse, \*Public Speaking, \*Summer Institutes, \*Workshops

Identifiers—\*Argumentation

Because of outside pressures, interscholastic debate is currently experiencing a period of criticism and self-examination, a factor which should cause debate directors to seek innovations in their programs. The best opportunities for experimentation are at workshops and summer institutes. One suggestion is that teams be given options in allotting their time, depending on whether they wish to give more emphasis to refutation or to constructive speeches. Immediate feedback could be provided to the debaters if the judge were to indicate at certain moments during a debate round, using a scorecard, how individual speakers are being rated. Judges should also be allowed to give tie decisions when the teams are so closely matched that a definitive decision is difficult to make. Finally, there could be an interruption system, so that an opponent or judge could stop a speaker for questions about material just presented. These are examples of innovations that should be subjected to workshop experiments. (RN)

ED 084 593 CS 500 479

Hagen, Uta

Respect for Acting.

Pub Date 73

Note—227p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—\*Acting, Career Education, Careers, \*Dramatics, Drama Workshops, Individual Development, \*Professional Training, \*Talent Development, \*Theater Arts

This book, based on the author's experience as a professional actress, is divided into three sections. The first part, "The Actor," deals with techniques the actor uses to function physically, verbally, and emotionally and discusses the actor's concept of himself and the art of acting. The second part, "The Object Exercises," consists of a series of assignments for the actor to make him aware of his problems in developing his craft. The final section, "The Play and the Role," discusses the actor's definition and understanding of the play itself and his identification with the character he portrays. This final section also touches upon such concerns as "style," rehearsal situations, and audience communication. (RN)

ED 084 594 CS 500 480

Doolittle, Robert J.

Community Service as Generative.

Pub Date Dec 72

Note—5p.; Paper presented to the Urban Mission Caucus at the Annual Meeting of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Role, Communication (Thought Transfer), \*Community Problems, \*Community Service Programs, Curriculum Enrichment, Institutional Role, \*Noninstructional Responsibility, Research Opportunities, Social Responsibility, \*Urban Universities

Community service is the most neglected of academic functions, largely because involvement in community programs is less likely to be rewarding to the scholar than research and teaching activities. Community service activities must be regarded as intrinsic to the functions of an urban college, especially since these projects can, in turn, generate new opportunities for teaching and research. Communication scholars, perhaps more than any other group, can provide special service, inasmuch as communicative difficulties are inherent in many urban problems. One example is a 1971 community task force project that received assistance from the University of Wisconsin (Milwaukee). Insights provided by involvement in such community service can assist educators in developing new and appropriate courses and research projects. (RN)

ED 084 595

Jandt, Fred E.

Sex Differences in the Factor Structure of Berger's

Expressed Acceptance of Others Scale.

Pub Date Jul 73

Note—17p.; Report delivered to the Department of Speech, State University of New York, Brockport, New York, July, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Standards, Communication (Thought Transfer), Factor Analysis, \*Factor Structure, Group Behavior, Individual Development, Interaction, \*Peer Acceptance, Persuasive Discourse, Self Concept, \*Self Esteem, \*Sex Differences, Sex Discrimination, Social Adjustment, Social Behavior, \*Verbal Communication

Identifiers—\*Berger (Emmanuel M)

Emanuel M. Berger's scale for testing the expressed acceptance of others is based on statements describing behavior, particularly verbal communicative behavior, of others, in a study of 561 subjects. Berger's scale evidenced need of modification in explaining small group interaction and especially the differing attitudinal responses of males' and females' expression of relative acceptance of other people. "Acceptance of others" has a different meaning to males than to females, perhaps due to culturally learned factors. Berger's scale has a male bias, but other factors proved reliable, leading to the conclusion that, with a control factor for sex, the Berger scale is a valuable instrument in communication research because of its focus on verbal behavior. For example, Berger's finding that the expression of a positive self-concept usually indicates a high degree of acceptance of others was found reliable. (CH)

ED 084 596

Porte, Michael

The Mission of Urban Communication; and Teaching Communication in a Business Orientation Program for Black Students.

Pub Date Dec 72

Note—6p.; Two papers presented at the Action Caucus of the Annual Meeting of the Speech Communication Association (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Business Education, Business Skills, City Problems, \*College Role, \*Community Service Programs, Course Content, Negro Education, Speech Curriculum, Speech Education, Speech Skills, \*Undergraduate Study, \*Urban Education, Urban Universities

A speech communication department in an urban college should perform functions geared to the special requirements of urban students and their communities. In addition, departments can provide special services in three areas: business and industrial consulting on communication problems, biomedical communication to disseminate information on matters of public health, and government communication to assist the training of upgrading of city and county employees. A second paper presents in some detail a special business communication course developed for potential management trainees, all of them black, selected by a major manufacturing firm. In addition to classroom work, the course features assignments at the company's offices. A few of the assignments are provided as examples of the course goals. (RN)

ED 084 597

Bochner, Arthur P. Kaminski, Edmund P.

Toward Conceptualizing the Domain of Interpersonal Behavior: A Factor-Analytic Study.

Pub Date Nov 73

Note—35p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Communication (Thought Transfer), \*Concept Formation, \*Group Behavior, Human Relations, Interaction, Interpersonal Competence, \*Interpersonal Relationship, \*Personality Assessment, Rapport, \*Research, Role Perception

Identifiers—\*Interpersonal Behavior Inventory

Conceptualizing the subject matter of interpersonal behavior was the primary objective of this study. Researchers administered version three of Lorr and McNair's Interpersonal Behavior Inventory (IBI) to 507 undergraduates at Cleveland

CS 500 481

State University. The first group received three copies of the IBI and were asked to rate themselves, rate a person liked, and rate a person disliked. The second group completed only the "self" rating, and the third group filled in only the "best liked others" section. The "self" and "best liked others" responses were analyzed. Results suggest that while the IBI instrument can be used effectively in interpersonal communication and assessment, it ought to be revised to emphasize the domain of interpersonal behavior. (DS)

ED 084 598

Eadie, William F.

Action, Interaction, and Transaction: Three Means of Viewing the Communication "World."

Pub Date Nov 73

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), \*Communication Problems, Evaluation Methods, \*Information Dissemination, \*Information Theory, \*Interaction, Models, Rapport, Research Methodology, Role Perception

Three philosophical perspectives on communication research are identified, described, and compared. First, communication of "action," a one-way approach, is a type of "cybernetic" theory of communication involving observation and experience in developing patterns of communication performance. It is simplistic, has a weak capacity for replication of certain situations, and has a limited ability for generalizing observations. The second perspective, "interaction," a "merger of self and other" with "a complete ability to anticipate, predict and behave with the joint needs of self and other," is advantageous since it allows communication theories to be tested in controlled and repeated situations. The third approach, "transaction," has been employed in at least four different contexts: (1) the philosophical view of the "complete communication system" (Dewey and Bentley); (2) the perception of persons and objects (Irlson and Cantril); (3) the exchange of interpersonal goods and services (Bauer); and (4) the analysis of relationships in the psychotherapeutic situation (Berne). "Transaction" shows increased popularity, especially in various therapy treatments. (DS)

ED 084 599

Heinberg, Paul

Interpersonal Learning Systems for National Speech-Communication.

Pub Date 73

Note—46p.; Report of a special project of the Department of Speech-Communication at the University of Hawaii

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American English, \*Articulation (Speech), Behavior Patterns, Communication (Thought Transfer), Communication Skills, Language Patterns, Linguistic Competence, Linguistic Performance, \*Nonstandard Dialects, Paralinguistics, Pidgins, Regional Dialects, Research Methodology, \*Speech, Speech Education, Speech Evaluation, Speech Habits, \*Speech Skills

Identifiers—\*National Speech Communication Learning System, University of Hawaii

A consensus has prevailed among educators that Americans of varying ethnic, social, cultural, and linguistic backgrounds who must communicate with each other in social, academic, and occupational situations might achieve a greater degree of rapport if the dialect of the English mutually spoken and the speech mannerisms used were standardized. Standard English was developed to set a norm for the general "language" characteristics. A command of Standard English implies a person's "linguistic competence." The National Speech Communication Learning System was established by the University of Hawaii to enable students with Pidgin speech to become more effective in Standard English. The strategy began with criterion reliability and validity and emerged into a six-system scheme of professor and student tutoring. Over 2,000 students participated in the project, and some modification of nonstandard speech behavior was achieved. (DS)

CS 500 485



ED 084 600 CS 500 489

McDowell, Earl E.

A Positive Paralinguistic Structure and Its Effects on Attitude Change and Judgment of Personality Dimensions.

Pub Date Oct 73

Note—18p.; Paper based on experimental course at the University of Nebraska

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Articulation (Speech), Attitudes, College Students, Communication (Thought Transfer), Group Behavior, Human Relations, Individual Characteristics, Intelligence, Interaction, Leadership, Nonverbal Communication, \*Oral Communication, \*Paralinguistics, \*Personality Assessment, \*Public Speaking, Rapport

Identifiers—\*Voice Qualities  
Communication researchers would like to know if the quality of a speaker's voice is a reliable indicator of an effective communicator and if voice quality can reveal information about the speaker's intelligence, leadership ability, and personality type. Experimental studies involving over 400 undergraduates at the University of Nebraska sought to determine the way subjects in groups of different levels of intelligence judge a neutral message and the personality of the speaker based on a positive paralinguistic structure. Results showed that there were no significant differences among the groups in rating the topic, but a difference was observed in the way each group evaluated the speaker's personality. A possibility exists that subjects of superior intellect, in paying less attention to the paralinguistic message, tend to listen more critically to the linguistic message and use the message to rate the speaker. However, since grade point averages were the only criterion for classifying intelligence, it is possible that the data may be incomplete and that more complex research is needed. (DS)

ED 084 601 CS 500 490

Sinzinger, Richard A., Comp.

Debating the Jury System: A Resource Book.

Texas State Junior Bar.

Pub Date [73]

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Bibliographies, Court Litigation, \*Court Role, Courts, \*Debate, \*Legal Problems, \*Literature Reviews, Oral Communication, \*Persuasive Discourse, Public Speaking, Research Methodology, Supreme Court Litigation

Identifiers—Argumentation, \*Juries

This handbook contains basic resource material for debating significant changes in the United States jury system. Chapter 1 outlines available sources of information for preliminary research. Chapters 2 and 3 present background information on the federal and state court systems and the jury system. Chapter 4 discusses an interpretation of the proposition itself and several issues that could be developed. The first appendix is an extensive source bibliography, arranged by potential issues. Appendix 2 presents brief summaries of significant Supreme Court decisions that relate to the topic, and appendix 3 lists important legal terms and their definitions. (RN)

ED 084 602 CS 500 491

Goodyear, F. H.

The Effect of Reward and Punishment Incentives on Listening Comprehension.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Grades (Scholastic), Listening, \*Listening Comprehension, \*Listening Skills, \*Motivation, Punishment, \*Reinforcement, Rewards, Speech, \*Teaching Methods

Although teachers have long used both rewards and punishments as incentives for listening, previous studies were inconclusive concerning the relationships between listening effectiveness and types and amounts of incentives given to listeners. The effects of different amounts of punishment and reward incentives (defined by varying additions and deductions of grade points) on listening skills (defined by performance on the "Brown-Carlson Listening Comprehension Test") were used to predict higher general listening scores for conditions of no versus extrinsic incentives, higher immediate recall scores in stronger

incentive conditions, and higher reflective listening scores in milder incentive conditions. None of the hypotheses were supported by the data, leading to the conclusion that there is no basis for the use of external incentives in the classroom as a means of positively influencing listening performance. (BLB)

ED 084 603 CS 500 492

Behnke, Ralph R.

Physiological Measurement in Communication Research.

Southern Connecticut State Coll., New Haven. Dept. of Speech.

Pub Date 70

Note—6p.

Journal Cit—Speech Journal; v8 p26-31 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavior, \*Communication (Thought Transfer), Conditioned Stimulus, Emotional Response, Human Relations, Interdisciplinary Approach, \*Physiology, \*Psychological Studies, \*Psychophysiology, \*Research Opportunities, Response Mode, Stress Variables

The importance of effective communication compels investigators to seek new ways of measuring physiological responses and to practice the science of psychophysiology. The main objective of psychophysiological research is to describe the systems in organisms which transfer information between the subsystems of soma and psyche. Results should lead to a full understanding of covert responses and to a greater comprehension of gross behaviors. Physiological measurement tests skin conductance, heart rate, muscle tension, blood volume, and the electrical activity of the brain. Studies done by Westie and DeFleur tested emotional responses of student attitudes toward Negroes, while others' experiments recorded skin responses to stimulus words, to certain films, and to information-loaded sentences and studied anxiety during public speaking, physiological interaction in small groups, and autonomic measures of stress under pressures of group conformity. A predominant conclusion is that successful psychophysiological studies in communication could be useful in interdisciplinary research. (DS)

ED 084 604 CS 500 493

Becker, Samuel L.

Approaches to Inquiry in Communication.

Southern Connecticut State Coll., New Haven. Dept. of Speech.

Pub Date 69

Note—4p.

Journal Cit—Speech Journal; v5 p17-20 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, \*Communication (Thought Transfer), \*Communication Problems, Group Behavior, Group Dynamics, Group Relations, Interpersonal Relationship, Research Needs, \*Research Problems, \*Research Utilization, Social Change, Verbal Communication

Prevailing criticism of communication research in and out of university speech departments is justified and means that the quality of research must be improved. The last three years of speech communication research has not been noteworthy, dramatic, or significant. An initial remedial step might be the development of good, relevant, and sound research questions. The science of communication must be conceptualized and research must be geared toward solving practical communication problems such as improving group relationships between black and white students and between students and college administrators. By "maximizing relevance" speech teachers and speech scholars can contribute to social change and the solution of man's communication problems. (DS)

ED 084 605 CS 500 494

Hunt, Martin F., Jr.

Communication Research in Urban Centers.

Pub Date Dec 72

Note—6p.; Paper presented at the Action Caucus of the Annual Meeting of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), Demography, Interaction, Personal Relationship, \*Population Distribution, Population Trends, \*Research Opportunities, \*Social

Problems, Urban Culture, \*Urban Environment, Urban Studies, Urban Universities

Identifiers—\*Communication Research

Because of the great density of people in cities, residents of urban centers have unique problems of human interaction and communication. Because of population density and the large number of information networks, communication research in urban settings should center on the ways in which residents cope with the variety of message inputs and, at the same time, try to effect their own communication impact. Two interacting communication subsystems are the demands placed on the individual by the urban community and the demands placed on the system by the individual. Suggested topics for communication behavior studies include: the effect of infringement of personal space on communication patterns within and between living units, the relationship between increasing population density and responsibility for one's personal verbal behavior, and the effects of increased needs for public transportation on the persuasiveness of messages relating to transportation use. Speech communication departments in urban centers can focus research on the interaction between message effectiveness and population density. (RN)

ED 084 606 CS 500 495

Ryan, Michael G.

An Experimental Study of Discussion Time and Risky Shift.

Pub Date Apr 73

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Decision Making, Discussion Groups, \*Group Discussion, \*Group Dynamics, Group Experience, Group Structure, \*Interaction, Problem Solving, Questionnaires, \*Risk

Identifiers—\*Risky Shift

The term "risky shift" is used to describe the tendency of groups to make a collective decision that is less conservative than the members might make as individuals. Previous research on this subject has been based on three analytical categories: demographic makeup of groups, group familiarity with the task and information, or individual personalities. The amount of time allotted to a discussion has been considered as a factor that might determine whether one group might demonstrate more risky shift than another. One study tested the hypothesis that groups with very short discussion time would be more likely to reveal risky shift in their decisions than those who had more time for discussion. Results of questionnaires that evoked individual choices on certain dilemmas do not, however, support the hypothesis and, further, give rise to questions about the significance of the risky shift phenomenon. (RN)

ED 084 607 CS 500 496

Stroud, William R.

The Tangled Web of Service.

Pub Date Dec 72

Note—5p.; Paper presented at the Action Caucus of the Annual Meeting of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Role, \*Communication (Thought Transfer), Community Programs, \*Community Service Programs, \*Noninstructional Responsibility, Professional Recognition, Professors, \*Social Responsibility, Urban Environment, \*Urban Universities

Of the responsibilities of a university communications professor—teaching, research, and service—community service usually receives the least amount of professional recognition. One reason is that community service is often unrelated both to academic expertise and to responsibilities within the university system. It is an action undertaken not at the request of a department or university but as a response to requests from outside the campus. However, efforts of professors and students can serve cities, for example, in three capacities: technical expertise and performance skills, information exchange to improve communication processes, and advice in assuming an advocate role in political action and use of publicity. Research can yield other areas relevant to communication study in which the professor can provide service beyond the university. Communi-

ty service can demonstrate the relevance of the university to the citizens that support it, indicate the importance of communication knowledge, and provide new dimensions to classroom experiences. (RN)

**ED 084 608** CS 500 497

Nelson, Lawrence D.

**A Conceptual Framework for Evaluating the Function of the Mass Media within the Communication Paradigm.**

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Information Dissemination, \*Information Theory, \*Mass Media, \*Media Research, \*Persuasive Discourse, \*Research Criteria, \*Research Opportunities, \*Response Mode, \*Television  
Identifiers—\*Credibility

Theories of mass communication have sought to explain how the media function internally and affect society. Rather than additional "response" studies, which investigate the impact of media on behavior or a society's impact on its media, more research should center on the functions of mass media within the overall framework of communication theory. As one of the variables in the total process of communication, any mass medium is both an extension of man's receptive senses and his communicating capabilities. Source credibility, an important consideration in a public speaking situation, is of special importance in the mass communication situation because of the high credibility of the medium itself and its ability to create or destroy a speaker's credibility. Also, medium salience is important, as well as topic salience, in determining an individual's response to a message. A mass communication theory is incomplete if it is based solely on effect or receiver response with no consideration of media functions or roles within overall communication networks. (RN)

**ED 084 609** CS 500 498

Williams, M. Lee

**The Effects of Equivocation and Negations on Message Perception and Source Credibility.**

Pub Date Nov 73

Note—36p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Attitudes, \*Communication (Thought Transfer), \*Communication Skills, \*Group Dynamics, \*Interaction, \*Listening, \*Negative Forms (Language), \*Oral Communication, \*Persuasive Discourse, \*Public Speaking, \*Receptive Language, \*Rhetoric, \*Speeches  
Identifiers—\*Credibility, \*Equivocation

Frequently speakers confront hostile groups and audiences with opposite points of view. Public communicators faced with this dilemma can choose not to address the group or, in speaking, can avoid points of contention, but a third more subtle alternative used is deliberate ambiguity or vagueness, a rhetorical strategy known as equivocation. But do listeners perceive equivocation, and what effect does equivocation have, especially negatively worded sentences, on source credibility? More than 60 undergraduates at the University of Oklahoma were subjects in a test of this question. Results show that (1) listeners' prior attitudes determine if the message is interpreted as being vague; (2) no significant differences were found between (a) agreement with a message and the order of the equivocated and clearly stated issues as well as (b) all issues being stated positively or all issues being stated negatively; (3) source credibility is not significantly affected by order of presenting equivocated issues; and (4) there is greater recall if all the issues are presented positively. (DS)

**ED 084 610** CS 500 499

Gray, Philip A.

**The Effects of Assigned Role Versus Non-Assigned Role on Group Consensus.**

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 72

Note—3p.

Journal Cit—Speech Journal; v10 p50-52 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, \*Communication (Thought Transfer), \*Discussion Experience, \*Discussion Groups, \*Group Behavior, \*Group Discussion, \*Group Dynamics, \*Interaction, \*Opinions, \*Role Perception, \*Speech Instruction

Students in speech classes at Northern Illinois University participated in tests to determine what assumption of roles in discussion groups impairs participation and prohibits consensus. Students were randomly assigned to one of twelve discussion groups of five members each. The topic and materials for discussion were excerpted from the local student newspaper and authenticated. Typical group behavior roles were assigned which would represent varied opinions. A nine-item semantic differential test was selected as the measurement of consensus. The resulting data demonstrated that there are no significant differences between means of scores on a test of consensus between groups with assigned roles and groups without assigned roles. In a group discussion where participants are labeled, the behavior is standardized, and it is more difficult to reach a consensus unless group members become accustomed to their roles. (DS)

**ED 084 611** CS 500 502

Anapol, Malithon M.

**A Critical Evaluation of Legally Oriented Communication Research.**

Pub Date Nov 73

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8 through 11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Court Litigation, \*Debate, \*Information Theory, \*Law Instruction, \*Lawyers, \*Legal Problems, \*Legal Responsibility, \*Persuasive Discourse, \*Research Opportunities, \*Rhetoric, \*Rhetorical Criticism  
Identifiers—\*Argumentation, \*Courtroom Procedures

Rhetorical critics generally base their comments on the assumption that a communicator has all the reasons, persuasive devices, and approaches available in the rhetorical situation, and that he can make choices of what should be utilized. The lawyer-persuader, however, does not have unlimited choice since he is bound by legal rules and constraints. Therefore, the rhetorical critic must at least be aware of the legal constraints before he can criticize lawyers' choices and persuasive methods. Courtroom atmospheres, settings, and traditions, as well as laws and set procedures, impose rhetorical restrictions. Some recently published articles on the communication process and on forensics indicated an awareness among scholars of the possibilities that unique courtroom situations offer for further communication research. (RN)

**ED 084 612** CS 500 503

Beasley, Mary Fowler

**Audience-Role Considerations in Writing for Readers Theatre.**

Pub Date 73

Note—14p.; Paper presented at the Conference of the Southern Speech Communication Assn. (Lexington, Ky., 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Creative Dramatics, \*Dialogue, \*Dramatics, \*Interpretive Reading, \*Narration, \*Oral Communication, \*Playwriting, \*Readers Theatre, \*Research Opportunities, \*Speech Skills, \*Theater Arts

The author states that little research has been done to date in the area of audience reaction to Readers Theatre stimuli, but some guidelines can be cited for directors and authors in their efforts to involve audiences in Readers Theatre productions. Authors of Readers Theatre materials are advised to use aesthetic factors inherent in the literature itself, supplemented by presentational rather than representational production factors, to guide audiences into their role as mental participants in the stage events. Further, technical effects should be limited to those possible in small conventional theaters such as are in most communities. Directors of Readers Theatre productions should be aware that a presentation time of one hour or less seems most effective and that the more theatrical effects of sound and dramatic lighting, movement, and dress can be used

to enhance audience appeal. The focus of presentations should always be toward the audience and to its horizontal center. Research into increasing the audience appeal of Readers Theatre should be carried beyond present levels. (CH)

**ED 084 613** CS 500 505

Downs, Cal W. And Others

**An Empirical and Theoretical Investigation of Communication Satisfaction.**

Pub Date Nov 73

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8 through 11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Employer Employee Relationship, \*Employment Problems, \*Intercommunication, \*Job Analysis, \*Job Satisfaction, \*Management Systems, \*Organizational Climate, \*Participant Satisfaction  
Identifiers—\*Organizational Communication

The quality of on-the-job intercommunication tends to determine the satisfaction employees feel in their jobs. Communication satisfaction was tested experimentally among 130 management-level personnel in a wide range of fields. Results of the survey questionnaire were factor analyzed, item analyzed, and "formula analyzed." Factor analysis showed that "communication climate" and "communication with superiors" are of the utmost importance to job holders. Other analyses demonstrated the validity of the research procedure. Overall results showed that organizational communication and job satisfaction are related and that communication satisfaction in organizations is a "multi-dimensional construct." (CH)

**ED 084 614** CS 500 508

Maffeo, Gilbert J.

**The Role of Multivariate Data Analysis in Speech Communication.**

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8 through 11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Rating Scales, \*Communication (Thought Transfer), \*Data Analysis, \*Evaluation Methods, \*Factor Analysis, \*Measurement Techniques, \*Research Design, \*Research Opportunities, \*Speech, \*Statistical Analysis

Trends in speech communication research reflect a multidimensional view of human behavior resulting in more sophisticated methods of design and data analysis. Factor analysis, which might be considered a first step in multivariate analysis, can generate factors in speech communication studies for use as dependent variables as demonstrated through an example of the effects of seating arrangements on persuasion. An example of research on communication denial as a cause of alienation in a small group illustrates that multivariate analysis of variance might yield significant results where separate analysis of variance would not. Multivariate statistical approaches enhance opportunities for new studies or reevaluations of old studies in areas such as attitude change and small group communication because they yield more precise analyses of data. (BLB)

**ED 084 615** CS 500 510

Muchmore, John

**Career Communication and the Community College.**

Pub Date Nov 73

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8 through 11, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, \*Careers, \*Communication (Thought Transfer), \*Communication Skills, \*Community Colleges, \*Interdisciplinary Approach, \*Junior Colleges, \*Speech, \*Speech Curriculum, \*Undergraduate Study, \*Verbal Ability, \*Vocational Education

Those who wish to expand communication programs in community colleges often have opportunities to develop special courses related to career programs. The speech communication educator offers information on a critical process of human

behavior that should be shared with as many as possible, particularly those who are preparing for service occupations where interpersonal relationships are important. Speech communication programs can be presented in precise instructional modules which are of particular value to the career education specialists. A program can best be developed by outlining descriptions of communication demands in specific occupations. The communication educator could then identify communication behaviors for each occupational role, indicate conditions under which they would be enacted, specify the relative importance of communication behaviors, and provide instructional modules suitable for each individual and his career goals. This role-context approach offers many possibilities for integrating a speech communication program into career education. (RN)

ED 084 616 CS 500 512

Wallace, Les Baxter, Leslie  
Conflict Management in "Ad Hoc" Problem-Solving Groups: A Preliminary Investigation.  
Pub Date Nov 73

Note—10p; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (44th, Albuquerque, N.M., November, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Conflict, \*Conflict Resolution, \*Discussion Groups, Group Behavior, \*Group Relations, Groups, \*Intercommunication, Persuasive Discourse, \*Problem Solving, Speech Identifiers—\*Small Group Communication

Full study of small group communication must include consideration of task and socio-emotional dimensions, especially in relation to group problem solving. Thirty small groups were tested for their reactions in various "ad hoc" conflict resolution situations. Instructions to the groups were (1) no problem-solving instructions (control), (2) reflective thinking instructions, (3) conflict management instructions, and (4) instructions combining reflective thinking and conflict management. Posttesting yielded group satisfaction, perception of tension, and expression of disagreement. Results showed that there were no significant differences among the various groups and approaches. These findings contradict earlier published research using managed conflict instruction. (CH)

ED 084 617 CS 500 514

Urban, Donald Kenneth  
A Survey of Speech Education in the Public Senior High Schools of the United States, 1969-1970.  
Pub Date 73

Note—272p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,030, MFfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Educational Improvement, Educational Objectives, Educational Research, National Surveys, \*Secondary Education, \*Speech Curriculum, \*Speech Education, Speech Instruction, Teacher Qualifications

The purpose of this investigation was to discover and analyze the status of speech education in public senior high schools by means of a questionnaire survey of a random sampling of ten percent of these schools. Analysis of data revealed the nature of norms for high school speech programs, the basic speech course, specialized speech courses, the speech unit in non-speech courses, speech activities, and qualifications and responsibilities of speech teachers. Although most high schools offer speech programs, the programs (1) are not comprehensive, (2) are elective in nature in most schools, and (3) provide extremely limited opportunities for formal speech instruction to a very small segment of high school students. It is suggested that members of the speech-teaching profession accept a mandate designed to: upgrade certification requirements of high school speech teachers; provide research and publications, consulting services, workshops, and in-service training for professional development of current high school speech teachers; exert leadership in refining and articulating performance objectives for secondary speech education; and assist the high school

speech teacher in developing competencies to implement speech performance objectives. (Author/LL)

ED 084 618 CS 500 517

Advanced Persuasive Speaking, English, Speech: 5114.112.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—25p.; Authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, Discourse Analysis, \*Elective Subjects, \*Motivation Techniques, Nonverbal Communication, \*Persuasive Discourse, Publicize, Secondary Education, Speech Education, \*Speeches, \*Teaching Guides, Verbal Communication

Identifiers—Minicourses, \*Quinquennial Program

Developed as a high school quinquennial unit on persuasive speaking, this guide provides the teacher with teaching strategies for a course which analyzes speeches from "Vital Speeches of the Day," political speeches, TV commercials, and other types of speeches. Practical use of persuasive methods for school, community, county, state, and national election campaigns are emphasized. Range of subject matter covers (1) persuasion within the student's world; (2) analysis of audience; (3) persuasive verbal and nonverbal communication; (4) appeal to reason; and (5) appeal to emotions. The guide is arranged by performance objectives with the teaching strategies listed under each objective. Appended is a list of student and teacher resources including state-adopted textbooks, non-state-adopted supplementary materials, films, records, and games. (HOD)

ED 084 619 CS 500 521

Grunig, James E.

New Directions for Research in Communications and International Development: From the Study of Individuals to the Study of Formal Organizations.

Pub Date Apr 73

Note—23p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Apr. 25 through 28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), \*Cross Cultural Studies, \*Developing Nations, \*Economic Development, Information Seeking, Information Theory, Interaction, Mass Media, Political Attitudes, Research Opportunities, Research Problems, Social Attitudes, \*Systems Approach

Research on the relationship of communication to national development is at a standstill because theorists have assumed that effective communication will modernize the attitudes of individuals in underdeveloped nations and will eventually result in changing the political, social, and economic structure of their country. Unfortunately, change is unlikely to occur in backward countries since the citizens are bound by restrictive structures which are controlled by self-serving elite groups. Future research in this area should be directed at how organizations, not individuals, use communication (through mass media, pressure groups, community groups, etc.) to control the direction of change. Communications specialists must research means of altering the routine habit or organizations to only seek information which supports the status quo. (EE)

## EA

ED 084 620 EA 005 531

Dale, Charlene T. And Others

Wanted—More Women: Where Are the Women Superintendents?

National Council of Administrative Women in Education, Washington, D.C.

Pub Date [73]

Note—29p.

Available from—National Council of Administrative Women in Education, 1815 Fort Myer Drive, Arlington, Virginia 22209 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, Administrator Guides, Bibliographies, \*Employment Patterns, Employment Practices, Employment Statistics, \*Federal Legislation, Public

Schools, \*Sex Discrimination, Tables (Data), \*Working Women

The National Council of Administrative Women in Education proposes that the time is here to advance American education by enlivening the upper levels of the educational establishment with a new flow of qualified women into administrative and policymaking positions. The basic principle that emerges from government employment requirements is that women must be treated as people. Employers, including school boards, must make supervisors conscious of the ways in which they treat women differently from men in the work situation. In the coming years, sex discrimination will neither be taken for granted nor accepted as natural. The difficulties of transition in school systems and educational institutions will be easier for those employers who take steps early to inform themselves of the issues and who demonstrate good faith by initiating positive action to correct inequities. (Author/WM)

ED 084 621 EA 005 547

Barracough, Terry

Community Control of Schools. Educational Management Review Series Number 26.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Contract—OEC-0-8-080353-3514

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Control, Community Involvement, \*Community Schools, Decentralization, \*Educational Administration, Elementary Schools, \*Literature Reviews, Minority Role, Parent Participation, \*School Community Relationship, School Improvement, Secondary Schools, Urban Areas

Many parents and community members throughout the nation, dissatisfied with the education their children are receiving, are demanding a voice in the educational process. This demand is expressed in the movements for community involvement in the schools, community schools, and community control of schools. Twelve documents investigate the concept, history, and offshoots of the movement for community control of schools. The documents in this review center on community control, particularly as formulated and practiced in urban minority communities. (Author)

ED 084 622 EA 005 568

Technical Analysis Plan for Evaluation of the OEO Elementary Education Voucher Demonstration: Technical Dissertation.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 72

Note—227p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Data Analysis, Data Collection, Educational Change, Educational Finance, \*Education Vouchers, \*Elementary Education, Experimental Programs, \*Federal Programs, Policy, Program Administration, Program Design, \*Program Evaluation, Program Planning, \*Program Proposals, Public Policy, Theories

Identifiers—\*Elementary Education Voucher Demonstration

The purpose of this evaluation is to describe and assess the political, social, economic, and educational outcomes of the voucher demonstration, and the implications of these outcomes for public policy issues. The basic hypotheses of the Demonstration, the basic public policy issues, the major evaluation questions to be considered are set forth, and an organizational framework is specified for the analysis. The salient problems of data analysis and strategies for performing the central tasks of the evaluation are considered. Utilizing 12 specified information categories, the report presents a strategy for the inspection and aggregation of evaluation findings appropriate to address broad issues of public policy and enumerates specific procedures for deriving public policy implications from the evaluation of demonstration outcomes and processes. The plan concludes with discussions of a scheme for the management and organization of the evaluation, a schedule of the work to be performed, and the products to be delivered to OEO. (Author/DN)



**ED 084 623** **EA 005 579**

**Texas Public School Finance: A Majority of Exceptions. Interim Report (2nd).**  
Texas Research League, Austin.  
Pub Date Nov 72

Note—140p.; A related document is EA 005 580  
Available from—Texas Research League, P. O.  
Box 12456, Austin, TX 78711 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Educational Finance, \*Enrichment Programs, \*Equal Education, \*Equalization Aid, \*Federal Aid, \*Foundation Programs, \*Property Taxes, \*School District Spending, \*School Taxes, \*State Aid, \*Tables (Data)  
**Identifiers**—\*Equity, \*Texas

In describing how the present Texas school finance system actually works, this report considers the historical development of the finance system, provides a breakdown of how money is allocated among and between school districts, and examines the problem of who pays for the schools. The foundation program, other State aid, enrichment, and the influence of federal aid are considered in detail, as are proposals for equalizing resources among districts and improving equity among taxpayers. Two appendices present data for 1970-71 staffing ratios, income and expenditures of Texas school districts by source and purpose; and on the taxing effort, yield, and ability of Texas school districts. (Author/DN)

**ED 084 624** **EA 005 580**

**Texas Public School Finance Projections: Fewer Students, More Money. Interim Report (3rd).**  
Texas Research League, Austin.  
Pub Date Apr 73

Note—37p.; A related document is EA 005 579  
Available from—Texas Research League, P. O.  
Box 12456, Austin, TX 78711 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Educational Finance, \*Educational Planning, \*Equalization Aid, \*Financial Needs, \*Foundation Programs, \*Kindergarten, \*Operating Expenses, \*Prediction, \*Program Costs, \*Program Planning, \*Resource Allocations, \*School District Spending, \*Special Education, \*State Aid, \*Tables (Data), \*Vocational Education  
**Identifiers**—\*Texas

This report projects Texas school costs to 1982-83 under the present school finance system and suggests alternatives for modifying the projections. It also considers high and low cost projections, foundation costs by program, student and teacher populations, the financing of special programs, the cost of salary increases, and State costs of teacher retirement. Two general alternatives presented as ways that projected school finance cost increases might be modified are: (1) prospective overall State-local increases could be limited, and (2) the distribution of costs between State and local districts could be altered. (Author/DN)

**ED 084 625** **EA 005 590**

**The State of Connecticut: The Report of the Governor's Commission on Tax Reform. Summary.**  
Governor's Commission on Tax Reform, Hartford, Conn.  
Pub Date 18 Dec 72

Note—43p.; Related documents are EA 005 591, EA 005 592, and EA 005 593

Available from—Connecticut State Tax Department, 92 Farmington Avenue, Hartford, CT 06105 (Free, Complete Report \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Educational Finance, \*Equal Education, \*Equalization Aid, \*Property Taxes, \*School Taxes, \*State Aid, \*State Government, \*Taxes, \*Tax Rates

**Identifiers**—\*Connecticut

The Commission evaluated a wide variety of alternative tax sources and examined the existing structure in Connecticut. It specifically evaluated inequities resulting from Connecticut taxes as they affect various classes of citizens and examined the impact of the Connecticut tax structure on business with a view to encouraging economic expansion. The Commission also reviewed thoroughly the property tax. The three volumes which this report summarizes are organized around the economic and fiscal profile of Connecticut, revenues and expenditures, local government property tax reform, assessment reform, tax reform for individuals, and tax reform for business. (JF)

**ED 084 626** **EA 005 591**

**State of Connecticut: The Report of the Governor's Commission on Tax Reform. Volume I—State Finance, Revenues and Expenditures.**  
Governor's Commission on Tax Reform, Hartford, Conn.  
Pub Date 18 Dec 72

Note—93p.; Related documents are EA 005 590, EA 005 592, and EA 005 593

Available from—Connecticut State Tax Department, 92 Farmington Avenue, Hartford, CT 06105 (\$1.00, Complete Report \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Budgets, \*Business, \*Educational Finance, \*Federal Aid, \*Revenue Sharing, \*State Government, \*Tax Allocation, \*Taxes, \*Tax Rates

**Identifiers**—\*Connecticut

The Commission made an in depth study of the entire tax structure of Connecticut and developed a model for tax reform for the State that would allow for lessening of inequities for many classes of taxpayers and create a more favorable climate for industry to increase employment for Connecticut people. This volume (the first of three) consists of four parts. The first two parts include, respectively, a statement of overall objectives of the tax structure and a fiscal and economic profile of the State. The third part examines the existing revenue structure and forecasts tax yields through Fiscal Year 1977. Also considered are present expenditure trends and forecasts of expenditure levels through the same period. Accordingly, a schedule of excess revenue resulting from deducting expenditures from the yield of the revenue system is developed. The final part describes the summary dollar impact of the Commission's program and shows how it is financed by the generation of excess revenue. Revenue sharing and a full narrative description of the existing tax structure are reviewed in appendices. (Parts of charts on pages 51-58 may reproduce poorly.) (Author/JF)

**ED 084 627** **EA 005 592**

**State of Connecticut: The Report of the Governor's Commission on Tax Reform. Volume II—Local Government, Schools and Property.**  
Governor's Commission on Tax Reform, Hartford, Conn.  
Pub Date 18 Dec 72

Note—144p.; Related documents are EA 005 590, EA 005 591, and EA 005 593

Available from—Connecticut State Tax Department, 92 Farmington Avenue, Hartford, CT 06105 (\$1.00, Complete Report \$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Assessed Valuation, \*Budgets, \*Educational Finance, \*Equal Education, \*Equalization Aid, \*Property Taxes, \*State Government, \*Taxes

**Identifiers**—\*Assessment, \*Connecticut

The Commission made an in depth study of the entire tax structure of Connecticut and developed a model for tax reform for the State that would allow for lessening of inequities for many classes of taxpayers and create a more favorable climate for industry to increase employment for Connecticut people. This volume (the second of three) contains four parts, all related to local level problems. A complete review of, and recommendations with respect to, the property tax are contained in the first part. School finance and a detailed proposal for local option equalization with projections through 1985 for each town are contained in the second part. Proposals for reform of the assessment system, including an estimate of revenues presently being lost through improper (and unlawful) underassessments are set forth in the third part. A recommendation for a Uniform Municipal Practices Act dealing with referendum requirements, town budgets, and town financial reporting is contained in the final section. (Author/JF)

**ED 084 628** **EA 005 593**

**State of Connecticut: The Report of the Governor's Commission on Tax Reform. Volume III—Taxpayers: People and Business.**  
Governor's Commission on Tax Reform, Hartford, Conn.  
Pub Date 18 Dec 72

Note—52p.; Related documents are EA 005 590, EA 005 591, and EA 005 592

Available from—Connecticut State Tax Department, 92 Farmington Avenue, Hartford, CT 06105 (\$1.00, Complete Report \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Business, \*Educational Finance, \*State Government, \*Tax Allocation, \*Taxes, \*Tax Rates

**Identifiers**—\*Connecticut

The Commission made an in depth study of the entire tax structure of Connecticut and developed a model for tax reform for the State that would allow for lessening of inequities for many classes of taxpayers and create a more favorable climate for industry to increase employment for Connecticut people. This volume (the third of three) is in three parts. The first part reviews State-level taxation on individuals. It evaluates the impact of the sales tax, compares it to other States, and offers an alternative to the present 7 percent rate. A review of the need for a personal income tax is contained in this section, and recommendations against its adoption are presented. This first part also contains the Commission program for elimination of the tax on dividends, while increasing the tax on net long-term capital gains. The second part describes the need for business tax reform and offers programs designed to stimulate business expansion, retrofitting, modernization of equipment, etc.—all designed to create more jobs for Connecticut workers. The final part sets forth a variety of procedural reforms designed to simplify the revenue code and appeals procedures. (Author/JF)

**ED 084 629** **80** **EA 005 597**

*Hanson, Gordon*

**Predictors of Achievement: A Bibliography.**  
Colorado State Dept. of Education, Denver.  
Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison.  
State Education Accountability Repository.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—CAP-7  
Pub Date Sep 73

Note—99p.; Related documents are ED 069 048, EA 005 413, and EA 005 455

Available from—State Educational Accountability Repository, Department of Public Instruction—223, 126 Langdon Street, Madison, WI 53702

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Academic Achievement, \*Achievement Rating, \*Achievement Tests, \*Bibliographies, \*Class Organization, \*Class Size, \*Cost Effectiveness, \*Curriculum, \*Educational Accountability, \*Elementary Education, \*Information Retrieval, \*Models, \*Research, \*School Environment, \*School Integration, \*Secondary Education, \*Statistical Analysis, \*Student Characteristics

**Identifiers**—\*Assessment, \*CAP, \*Cooperative Accountability Project, \*Elementary Secondary Education Act Title V, \*ESEA Title V

The seventh in a series of reports dealing with accountability, this bibliography provides the reader with a comprehensive overview of the body of literature, from theoretical model design to the effects of specific factors such as student's self-concept, reinforcement, socioeconomic status, etc. The citations are divided into three categories. The first of these sections presents the literature that deals with the topic in a broad, general sense and which covers research, statistical analysis, and model design. The two other sections cover literature on school characteristics and student characteristics. The document is designed to be used in conjunction with the revised Bibliography of the State Educational Accountability Repository, April 1973 (EA 005 413) and Accountability: a Bibliography, July 1973 (EA 005 455). (Author)

**ED 084 630** **80** **EA 005 598**

*Hawthorne, Phyllis*

**Legislation by the States: Accountability and Assessment in Education. Revised.**  
Colorado State Dept. of Education, Denver.  
Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison.  
State Education Accountability Repository.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—CAP-2  
Pub Date Aug 73

Note—78p.; Related documents are ED 069 050 and ED 078 513

Available from—State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—Budgeting, \*Educational Accountability, Elementary Education, \*Management Information Systems, National Surveys, \*Personnel Evaluation, Planning, Programming, Public Schools, Secondary Education, State Action, \*State Legislation, \*Systems Approach  
Identifiers—\*Assessment, CAP, Cooperative Accountability Project, Elementary Secondary Education Act Title V, ESEA Title V

This revision of earlier reports reproduces copies of, or excerpts from, legislation that has been enacted through August 1973 in 27 States. The facets of accountability that the laws cover are State testing or assessment programs; evaluation of professional employees; performance contracting; planning, programming, and budgeting systems; management information systems; and uniform accounting systems. A 2-page table indicates at a glance the status of accountability legislation for all States and the outlying possessions of the United States. (JF)

ED 084 631 88 EA 005 600

Three Years of Redesign, 1970-1973.

New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Involvement, \*Demonstration Programs, \*Educational Change, Educational Innovation, Educational Needs, Educational Objectives, \*Educational Planning, Organizational Change, Program Descriptions, Program Evaluation, School Community Relationship, School Organization, \*State School District Relationship, Statewide Planning  
Identifiers—Change Strategies, Elementary Secondary Education Act Title III, ESEA Title III, New York State, \*Project Redesign

This publication reviews a statewide change effort in New York conceived of as a comprehensive, systematic process of change involving the participation of a total community in the examination and redefinition of its educational needs and goals. As a change strategy, Redesign attempts to deal with the entire system of education and is concerned not only with setting goals and designing programs to facilitate these goals, but also with developing an implementation strategy. The document reviews the accomplishments of Redesign in the initiation of redesign efforts in five typical communities in New York, development of capabilities to advance Redesign at the intermediate level, and restructuring of the State Education Department to permit it to provide the necessary leadership on a Statewide basis to move toward the new system. (Author/DN)

ED 084 632 88 EA 005 601

Smith, David H., Ed.

Disruptive Students.

New York State Education Dept., Albany. Bureau of School Social Services.

Pub Date 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Board of Education Policy, Case Studies (Education), \*Discipline Problems, Elementary Schools, \*Misbehavior, Secondary Schools, \*Special Programs, Special Schools, \*Student Behavior, Student Rights, \*Student School Relationship, Workshops  
Identifiers—\*Disruptive Students

A committee was formed to explore ways of helping school districts develop more effective programs for disruptive students. Committee findings revealed the need for the development of local guidelines to satisfy each school district's needs and for reliable feedback. Therefore, this report reflects efforts to sample various local approaches to the problem and represents feedback from a 2-day workshop that utilized some of the best informed people who work with disruptive students in the State of New York. Discussion topics range from descriptions of the scope, identification, prevention, and legal aspects of this behavior to the security measures needed to prevent such behavior. Pertinent illustrations are provided that include descriptions of approaches by one suburban school district, some city schools, some special classes and schools, several large urban schools, and some positive alternatives to student suspension. (Author/EA)

ED 084 633

Robbins, Jerry H.

The Legal Status of Sex Education in Mississippi.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Nov 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Communicable Diseases, \*Court Litigation, Curriculum Planning, Family Life Education, Models, Parent Reaction, Relevance (Education), \*Sex Education, \*State Laws, \*State Legislation  
Identifiers—Venereal Disease

The public school system should be so maintained, as regards courses of study, as to keep abreast of progress generally and to meet the needs of the times, and to this end it is the administrative function of school board members and superintendents to create new courses and rearrange the curriculum in proper cases. A rule or regulation prescribing a course of study for a particular school does not require that any particular branch of study shall be compulsory on those who attend the school. Nor does such a rule or regulation deny a parent all control of the education of his child. This paper discusses the status of legislation on sex education according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author)

ED 084 634

Robbins, Jerry H.

Teacher Dismissal for Incompetence.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Nov 73

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, Contracts, \*Court Litigation, Definitions, Models, \*State Laws, \*State Legislation, \*Teacher Dismissal, Teacher Welfare, Teaching Quality, Tenure  
Identifiers—Incompetence

In the absence of a statutory provision to the contrary, the power to employ teachers and other school officials presupposes the power of dismissal. Proceedings for the dismissal of a teacher are frequently regulated by statute. As a result, the proceedings depend on the wording of the particular statute in force. This paper discusses the status of legislation on teacher dismissal for incompetence according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author)

ED 084 635

Robbins, Jerry H.

Students' Rights in Mississippi on Matters of Dress and Grooming.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Oct 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Court Litigation, \*Dress Codes, Hygiene, Models, \*State Laws, \*State Legislation, \*Student Rights

In the past few years numerous cases have appeared before the courts concerning the dress and grooming of students. In many of these cases, the issue has been related to male students' hair length. Throughout the nation, conflicting trends have emerged from a legal point of view, and the issues remain largely unresolved. This paper discusses the status of legislation on students' rights on matters of dress and grooming according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various

EA 005 602

agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author)

ED 084 636

Robbins, Jerry H.

Pregnant Students' Rights in Mississippi.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Oct 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Court Litigation, Due Process, Marital Status, Models, \*Pregnant Students, \*State Laws, \*State Legislation, \*Student Rights, Unwed Mothers  
Identifiers—\*Married Students

Increasingly, high school students are getting married, or pregnant, or both. School authorities are thus faced with an increasing number of decisions as to what action, if any, to take when such a marriage or pregnancy becomes known to them. This paper discusses the status of legislation on pregnant students' rights according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author)

ED 084 637

Frank, Allen J.

[Tort Liability and School Transportation.]

Pub Date 30 Oct 73

Note—11p; Speech given before National Safety Congress and Exposition (61st, Chicago, Illinois, October 29 through November 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accidents, \*Court Litigation, Due Process, Guidelines, \*Insurance Programs, \*Legal Responsibility, Risk, School Buses, School Districts, Socially Deviant Behavior, Student Behavior, Student Rights, \*Student Transportation  
Identifiers—Legal Liability

School districts, school employees, bus companies contracted by districts, and bus company employees could be involved in court litigation over student injury and student civil rights related to school bus transportation. Civil rights insurance should be added to general liability insurance and motor vehicle liability insurance. Students must be accorded due process in disciplinary proceedings and school districts must recognize potential liability situations and must notify their insurance carrier. To provide maximum protection, the school board and the bus company must keep student disruptive activity to a minimum, and it must be firmly dealt with. Proof to support the ousting of a student from riding the school bus must be substantial and well documented. (MLF)

ED 084 638

Cable, Greg

After SEED.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Alternative Schools, \*College Admission, Educational Benefits, Open Education, Post Secondary Education, Program Descriptions, \*Program Evaluation, \*Secondary School Students, \*Surveys  
Identifiers—SEED, \*Summer of Experience Exploration and Discovery

This report examines the results of a survey conducted to trace the activities of the graduates of SEED—a "free" high school that is an alternative to the regular high school program in Toronto. The survey was conducted to see how many former SEED students had gone on to universities or community colleges, had had problems meeting the entrance requirements, are continuing with their studies, and how many have dropped out. The survey, which includes students from the school's first two years, also contains the students' evaluation of SEED as a developing community and of their own experiences there. In addition, the report describes the SEED program, presents the survey methodology and instrument,

EA 005 606

EA 005 607

EA 005 608

and draws conclusions from the study. (Author/DN)

**ED 084 639** EA 005 609

Watson, Cicely

**Report of the Survey of Canadian Users of Mathematical Models for Educational Decision Making.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—57p.; A related document is ED 067 739

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, Boards of Education, College Administration, \*Computer Oriented Programs, \*Decision Making, \*Educational Planning, Management Information Systems, \*Mathematical Models, Problem Solving, Program Costs, \*Surveys

Identifiers—\*Canada

The survey reported on in this document addressed itself to discovering what kinds of quantitative models have been developed and implemented for educational decisionmaking during 1965-72, and what planning questions they are intended to answer; where these models have been implemented and to what extent they are being used; and the cost of such models. A total of 126 questionnaires, with an accompanying explanatory letter, were sent out—61 to large school boards, 44 to universities, and 21 to educational system authorities. The survey results presented here are divided according to the three types of institutions considered and by geographical area. Tables of summary data and a sample survey questionnaire and explanatory letter are included in the appendix. (Author/DN)

**ED 084 640** EA 005 610

Hooker, Richard L.

**Issues in School Finance/A Texas Primer.**

Texas Association of School Boards, Austin.

Pub Date 26 Aug 72

Note—62p.; Updated version

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Court Litigation, \*Educational Finance, Equal Education, Equalization Aid, Financial Problems, \*Literature Reviews, \*School Support, School Taxes, \*State Aid

Identifiers—Rodriguez, \*Texas

This booklet attempts to provide the layman with information on the need to equalize educational opportunities and taxpayer burdens in a high quality State system of public schools for Texas. The publication attempts to stimulate discussion and provide a foundation, in the briefest form, for the consideration of Texas school finance issues. Essentially, the booklet is a review of the Rodriguez vs San Antonio Independent School District court case, which hit on the constitutionality of the Texas school finance system; the Minimum Foundation Program (MFP) established in Texas in 1949 to guarantee a minimum level of support for the operation of local public schools; previous Texas school finance study recommendations; and the National Educational Finance Project. Two appendices consider Texas school finance studies in progress and school finance policy questions. (Author/DN)

**ED 084 641** 80 EA 005 611

Wamer, Frank B.

**Developing a Large Scale Assessment Program.**

Colorado State Dept. of Education, Denver.

Cooperative Accountability Project; Minnesota State Dept. of Education, St. Paul.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—141p.

Available from—Cooperative Accountability Project, Colorado Department of Education, 1362 Lincoln Street, Denver, CO 80203

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Developmental Tasks, \*Educational Accountability, \*Elementary Schools, Evaluation Criteria, \*Measurement, \*Program Evaluation, \*Secondary Schools, State Programs, State Standards, Task Analysis, Testing Programs

Identifiers—\*Assessment, Elementary Secondary Education Act Title V, ESEA Title V, Task Development, Task Planning

Education has become one of America's biggest industries. As a result, the public wants some evidence concerning the quality of the educational program. This booklet was written to

delineate the role of assessment as an important aspect of a comprehensive accountability system for the nation's elementary and secondary schools. It describes what assessment is, provides an overview of assessment, and tells how to plan and develop tasks in an assessment program. Several State assessment programs are also described and a checklist for evaluating an assessment program is provided. (JF)

**ED 084 642** EA 005 617

Murphy, Judy

**The Place of the Arts in New Towns. A Report.**

American Council for the Arts in Education, New York, N.Y.; Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date Nov 73

Note—72p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, NY 10022 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Art Activities, \*Community Planning, \*Cultural Centers, Financial Support, Found Spaces, \*Planning (Facilities), School Community Relationship, Shared Services, Theater Arts

Identifiers—\*New Towns

This report attempts to find out what America's 20th century new towns are currently doing about the arts. It explores answers to questions concerning the kinds of programs and facilities provided, effective ways to nurture the arts, new and interesting relationships between the arts and the schools, what these towns are learning from established towns and from one another, and the kinds of financial support available. Eight new towns were chosen to provide a fair sample as to stage of development, location, management, and attention to the arts. This report also relates experiences in other settings—small towns, big cities, and the suburbs—of programs, support, planning, and facilities that could be applicable to new towns. The document concludes with a checklist for new-town arts that reflects the study findings and recommendations for things new towns can do to help the arts flourish. (Author/MLF)

**ED 084 643** EA 005 618

Molloy, Larry

**Community/School: Sharing the Space and the Action. A Report.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Nov 73

Note—98p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, NY 10022 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administration, \*Community Schools, Community Services, Educational Finance, Federal Legislation, Found Spaces, Legal Problems, Models, \*Planning (Facilities), \*School Community Relationship, \*Shared Services

Identifiers—\*Shared Facilities

There are many community schools now in planning or construction, and educational planners expect more in the future. As it becomes increasingly common for schools to reach out into the community and invite partnerships, the old attitudes that kept schools separate from their communities will be replaced by a concept of compatibility—that schools and communities have much to gain from one another. This publication details the procedures that will enable school districts to initiate and develop their own community schools. It discusses financing, planning, building, staffing, and operating facilities that are shared by schools, health services, parks and recreation, day care centers, senior citizens' services, and legal aid. (Author/MLF)

**ED 084 644** EA 005 619

Wells, Thomas L.

**Managing School Transportation. A Handbook.**

Ontario Dept. of Education, Toronto. School Business and Finance Branch.

Pub Date Feb 73

Note—219p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Administrator Guides, Boards of Education, Contracts, Driver Education, Elementary Schools, Equipment Maintenance, \*In-

formation Systems, \*Management, Manuals, \*Policy Formation, Purchasing, Safety, Scheduling, \*School Buses, Secondary Schools, \*Student Transportation

Identifiers—Canada, \*Route Designs

While it is mainly a reference work for the transportation department of the Ontario Department of Education, this handbook should also be of interest to senior business and academic staff as well as to trustees interested in school transportation. It has been prepared to assist school officials by providing information and guidelines on the management of school transportation systems. Each of seven sections deals with a specific aspect of school transportation management, such as responsibilities and reporting relationships for board of education staff, types of service and safety policies, information systems for route design and collecting students, route design and planning, contracting, board-owned operations, and the Ministry of Education's transportation grants structure. The appendices contain the results of a survey of current transportation practices of Ontario Boards, a history of school busing in Ontario, other items of interest to a transportation department, Ministry of Education transportation forms, and a list of acknowledgments. (Author/MLF)

**ED 084 645** EA 005 620

Johnson, Richard And Others

**A Proposal for Completion of Research on a Development of an Alternative Schools.**

Center for New Schools, Inc., Chicago, Ill.

Pub Date Nov 71

Note—31p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Role, Affective Objectives, \*Alternative Schools, Classroom Techniques, Cognitive Objectives, Community Resources, Decision Making, \*Educational Objectives, \*High Schools, Intergroup Relations, \*Research Projects, \*Research Proposals, Staff Role, Student Participation, Student Teacher Relationship, Teacher Role

Identifiers—Metro High School

The research described in this proposal is aimed at understanding the dynamics of an alternative social institution, the nature of the behavior of various role-groups involved in it, and the effects of this involvement on these participants. The alternative institution being studied is an experimental "high school without walls" operating within the Chicago Public School System (Metro High School). The major role groups being studied are students, full-time teachers, administrators, and consultants to the program. This research program (called the Metro research program in this proposal) has as its two broad concerns (1) to document the beliefs, attitudes, and skills of program participants and the realities of social process that they confronted in developing the alternative public school program and (2) to examine the relationship between social background and the processes and outcomes of education in this alternative educational institution. This document provides specific examples of the types of data collected, empirical generalizations based on this data, and possible policy implications of the research findings. It also illustrates how the two general concerns—functional analysis of the institution and the effect of social background on student behavior—were integrated into the analysis of this particular topic. (Author/EA)

**ED 084 646** EA 005 621

Stemnick, Suzanne K.

**Methods of Reducing Sick Leave Abuse. An ERS Information Aid.**

Educational Research Service, Washington, D.C.

Pub Date Nov 73

Note—11p.

Available from—Educational Research Service, Inc., 1815 Fort Myer Drive, Arlington, VA 22209 (\$2.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Attendance, Clerical Workers, \*Cost Effectiveness, Elementary Schools, Information Dissemination, \*Leave of Absence, Literature Reviews, Military Personnel, Non-professional Personnel, Problems, Rewards, \*School Personnel, Secondary Schools, Teachers

Identifiers—\*Leave Abuse

A perennial concern to educational administrators is the abuse of sick leave by school employees. Numerous suggestions have been offered for reducing the abuse of sick leave both within education and industry. This publication reviews 12 research studies that evaluate plans for reducing sick leave abuse among various categories of employees. Also reviewed are three unevaluated plans. Paid sick leave serves to relieve any possible economic burden on a professional employee who is ill, protect school children from the necessity of being exposed to a teacher with an illness which might be communicated to them, and obviate the problem of teachers performing at a low level of proficiency by reason of an incapacitating illness. However, there are occasions on which healthy employees take leave of their duties for other than reasons of sickness—but attribute their absences to personal illness. According to a review of the literature, at least two categories of plans have been devised to prevent such misuses of sick leave provisions: (1) the offering of rewards or bonuses for not using sick leave, and (2) the elimination of psychological and medical reasons for sick leave abuse. Studies pertaining to these categories are described herein, as well as methods that attempt to eliminate the reasons for sick leave abuse. (Author)

ED 084 647 EA 005 622

*Stemnock, Suzanne K.*  
Systematic Rotation of Principals Among Schools.  
An ERS Information Aid.

Educational Research Service, Washington, D.C.  
Pub Date Nov 73  
Note—10p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, VA 22209 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Board of Education Policy, Elementary Schools, Information Dissemination, Literature Reviews, \*Principals, \*Public School Systems, \*Rotation Plans, Secondary Schools, \*Surveys  
Identifiers—\*Principal Welfare

Although the practice of rotating principals among schools (i.e., systematically reassigning principals among schools on a regular basis) has been the subject of much rhetoric, a sparsity of research on this subject has been reported in the literature. Consequently, in a 1973 survey of the 585 school systems in the nation enrolling 12,000 or more pupils and a selected sample of 201 smaller school systems, a question was included to discover if a school district had a procedure that calls for the systematic rotation of principals among schools on a regular basis. Copies of available policies or guidelines governing the rotation procedures also were requested. Replies were received from 468 of the 786 systems, and the statements of all the respondents to the inquiry favored the systematic rotation of principals and centered around the phrase "for the professional improvement of the principal." The rotation of principals initially was reported by 25 of the respondents; however, in a followup mailing to the 25 school systems, three reported that their replies had been in error, two indicated that their rotation systems rarely were used, and five did not respond. The remaining 15 school systems responded affirmatively to both the inquiry and the followup mailing. This publication is based on the 15 affirmative responses, on information from selected journal articles, and a study completed by the Minneapolis Public Schools. (Author/EA)

ED 084 648 EA 005 623

ERIC Abstracts: A Collection of ERIC Document Resumes on Planning, Programming, Budgeting Systems. ERIC Abstracts Series, Number Twenty-five.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 73

Contract—OEC-0-8-080353-3514  
Note—23p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00398, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Budgeting, \*Cost Effectiveness, Decision Making, Educational Administration, Educational Objectives, Educational Planning, Electronic Data Processing, Intermediate Administrative Units, \*Literature Reviews, Management Systems, Planning, \*Program Budgeting, \*Program Planning, Resource Allocations, Systems Analysis, \*Systems Approach

Identifiers—\*Planning Programming Budgeting Systems, PPBS

ERIC abstracts on Planning, Programming, Budgeting Systems (PPBS), announced by this end other clearinghouses in RIE through April 1973, are presented. The key terms used in compiling this collection are "Program Budgeting," "Program Planning," and "Systems Approach." The documents concern both the philosophies and the practices of PPBS, and include models, procedures manuals, and bibliographies. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 084 649 EA 005 624

ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Assessment. ERIC Abstracts Series, Number Twenty-six.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 73

Contract—OEC-0-8-080353-3514  
Note—26p; A related document is ED 044 770

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00400, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Decision Making, Educational Accountability, Educational Objectives, Educational Quality, \*Evaluation, \*Evaluation Criteria, \*Evaluation Methods, \*Evaluation Techniques, \*Literature Reviews, Measurement Instruments, National Surveys, Program Evaluation, Science Education, State Surveys, Student Evaluation

Identifiers—\*Assessment, Competency

ERIC abstracts on educational assessment, announced by this and other clearinghouses in RIE through April 1973, are presented. The key terms used in compiling this collection are "Evaluation," "Evaluation Criteria," "Evaluation Methods," and "Evaluation Techniques." This abstract updates on earlier ERIC Abstract on educational assessment. The abstracted documents present materials on national and State assessment programs, assessment models, and assessment of school quality. While the abstract cites materials on program, teacher, and administrator evaluation, the emphasis is on evaluation of the entire educational process, including evaluation of school operations and educational quality. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 084 650 EA 005 625

ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Planning. ERIC Abstracts Series, Number Twenty-seven.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—26p; A related document is ED 046 091  
Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00402, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Cost Effectiveness, \*Decision Making, Educational Administration, Educational Needs, Educational Objectives, \*Educational Planning, Educational Policy, Linear Programming, \*Literature Reviews, Management Systems, Organization, Program Budgeting, Program Planning, Social Planning, Systems Analysis, \*Systems Approach

ERIC abstracts on educational planning, announced by this and other clearinghouses in RIE through April 1973, are presented. This abstract compilation updates an earlier ERIC Abstract on educational planning, and it contains all those documents that deal with the theories and techniques of planning education. The key term used in compiling this collection is "Educational Planning." The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 084 651 EA 005 626

ERIC Abstracts: A Collection of ERIC Document Resumes on Competency-Based Evaluation of Educational Staff. ERIC Abstracts Series, Number Twenty-eight.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 73

Contract—OEC-0-8-080353-3514  
Note—21p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00388, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, \*Administrator Evaluation, Annotated Bibliographies, Effective Teaching, Elementary Schools, \*Evaluation Criteria, \*Evaluation Methods, Evaluation Techniques, \*Literature Reviews, Performance Based Teacher Education, Performance Criteria, Performance Tests, Principals, Secondary Schools, \*Teacher Evaluation  
Identifiers—\*Competency

ERIC abstracts on competency-based evaluation of the educational staff, announced by this and other clearinghouses in RIE through July 1973, are presented. The key terms used in compiling this collection are "Administrator Evaluation," "Evaluation Criteria," "Evaluation Methods," and "Teacher Evaluation." The documents include materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 084 652 EA 005 627

ERIC Abstracts: A Collection of ERIC Document Resumes on Needs Assessment in Education. ERIC Abstracts Series, Number Twenty-nine.



American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—28p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00404, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Behavioral Objectives, \*Educational Needs, \*Educational Objectives, \*Educational Planning, Educational Programs, Educational Quality, Goal Orientation, \*Literature Reviews, \*Measurement Instruments, Program Evaluation, Urban Education

Identifiers—\*Assessment

ERIC abstracts on needs assessment in education, announced by this and other clearinghouses in RIE through July 1973, are presented. The key term used in compiling this collection is "Educational Needs." The documents cover the philosophy of needs assessment, instruments and procedures used, and specific programs of needs assessment. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 084 653

EA 005 632

Spurgin, N. David

Texas Public School Finance: Resolving the Issue. A Report.

Texas Advisory Commission on Intergovernmental Relations, Austin.

Pub Date Jan 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, \*Educational Finance, \*Educational Legislation, \*Equal Education, Equalization Aid, Fiscal Capacity, Foundation Programs, \*Program Proposals, \*Property Taxes, State Aid

Identifiers—Equity, \*Rodriguez, Texas

Published prior to the U.S. Supreme Court decision on the case, this report puts into perspective the questions and problems before the State of Texas in resolving the issue raised by Rodriguez vs. San Antonio. The document reviews the key elements of the decision in the Rodriguez case and considers alternative approaches that comply with the decision. The current method of public school financing is examined, and proposed plans and the State costs involved are considered. The publication also discusses ways to measure a school district's fiscal ability and taxpayer equity. It concludes with a recommended legislative strategy for public school finance and property tax reform. (Author/DN)

ED 084 654

EA 005 633

McIntosh, R. Gordon, Ed. Bryce, Robert C., Ed.

School Administration for a Humanistic Era.

Alberta Teachers Association, Edmonton. Council on School Administration.

Report No—CSA-M-3

Pub Date 73

Note—171p.; A related document is ED 067 742; Proceedings of the Western Canada Educational Administrators' Conference (4th, Banff, Alberta, Oct. 12 through 14, 1972)

Available from—Council on School Administration, The Alberta Teachers' Association, 11010-142 Street, Edmonton, Alberta (Canada) T5N 2R1 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Administrator Role, Conference Reports, Educational Administration, \*Educational Change, Elementary Schools, Futures (of Society), Humanism, \*Humanization, Public School Systems, \*School Administration, Secondary Schools, \*Values

Identifiers—Canada, \*Person Centered Society

This monograph contains papers and discussions that explore the concepts of a person-centered society and humanistic education and their implications for educational administration. Included are a set of directions for public education in a person-centered society, a discussion of the political and economic context and constraints within which the educational enterprise operates, various papers dealing with administrative roles and relationships, and descriptions of some practical examples of person-centered education in action. The publication concludes with a summation of the concept of humanism in educational administration. (Authors/WM)

ED 084 655

EA 005 634

Feasibility Studies for Extending the Regular School Year. A Report.

Michigan State Dept. of Education, Lansing.

Pub Date 8 Oct 70

Note—27p.; Related documents are ED 046 105, ED 050 489, ED 050 494, ED 051 559, ED 053 438, ED 060 505, ED 060 506, and EA 005 635

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, \*Educational Finance, Efficiency, Elementary Education, Extended School Year, \*Feasibility Studies, Quarter System, \*School Calendars, \*School Schedules, Secondary Education, Trimester Schedules, \*Year Round Schools

Identifiers—\*Michigan

This report contains a summary and synthesis of all the information and recommendations contained in six different studies, conducted during 1969-70 in eight Michigan school districts, as to the feasibility of extending the regular school year. Three school districts—Port Huron, Northville, and Utica—selected the four-quarter mandated design for their K-12 studies. Under this plan, students are divided into four groups and assigned by family units to attend three of four quarters on a staggered basis. The Freeland school district selected the mandated trimester design which calls for the division of a lengthened school year into three 78-day trimester segments. Students attend school seven hours a day for two trimesters. The Ann Arbor school district selected a modified split-trimester design in which students attend five of six 36-day blocks in a year. The Okemos, East Lansing, and Haslett school districts selected the five term or continuous school year design for their cooperative secondary study. Under this plan, students may attend four or five 9-week terms a year. The report describes the nature of the communities involved, how the communities were informed of each plan, community attitudes and vacation preferences, and the implications of the extended school year for school finance. (Page 21 may reproduce poorly.) (Author/DN)

ED 084 656

EA 005 635

Roth, Rodney

Extended School Year in Michigan from 1969. An Interim Report.

Michigan State Dept. of Education, Lansing.

Pub Date Feb 73

Note—34p.; Related documents are ED 046 105, ED 050 489, ED 050 494, ED 051 559, ED 053 438, ED 060 505, ED 060 506, and EA 005 634; Experimental and Demonstration Centers Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Cost Effectiveness, Educational Finance, Elementary Schools, \*Extended School Year, \*Program Evaluation, Program Planning, \*School Calendars, \*School Schedules, Secondary Schools, Student Attitudes, \*Year Round Schools

Identifiers—45 15 Plan, \*Michigan

Based on two interim evaluations completed at the half-way point of the first full school year (1972-73) of implementation, this report reviews briefly the current status of two separate experimental extended school year projects in Michigan. The first plan, a 5-term design adopted by the tri-districts of East Lansing, Okemos, and Haslett, offers students a choice of attending any four out of five 9-week terms or all five terms if they desire to graduate early or take enrichment courses. The Northville 45-15 plan report deals mainly with reactions from staff, participating and nonparticipating parents, in addition to providing some cost benefit analysis. Also reviewed are the evaluation studies of three other extended school year plans currently in operation—the Valley View 45-15 plan in Lockport, Illinois; the 45-15

plan of the Dale City section of the Prince William County Public Schools, Virginia; and the Quinmester plan of Dade County, Florida. (Author/DN)

ED 084 657

88

EA 005 636

Pyeche, John N.

Minnesota Educational Assessment: A Comprehensive Planning Study.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.

Pub Date Jan 73

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Academic Achievement, Data Analysis, Data Collection, Data Processing, \*Educational Assessment, Educational Planning, Educational Programs, Evaluation, Evaluation Methods, \*Evaluation Techniques, Information Dissemination, Information Utilization, Management, \*Program Effectiveness, State Departments of Education, \*State Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minnesota, NAEP, National Assessment of Education Progress

The proposed program represents a vehicle whereby Minnesota can conduct a comprehensive assessment of the State's educational progress. It can provide a means of periodically monitoring achievement in the cognitive, affective, and psychomotor domains. The program is modeled after the National Assessment of Education Progress (NAEP), an ongoing educational project designed to give educators and the lay public a better look at those knowledges and skills that American youth have acquired. NAEP provides for a systematic, continuous, census-like survey of knowledges, skills, understandings, and attitudes as exhibited by students and young adults in four age levels and across ten different subject areas. By following the NAEP model, Minnesota can hopefully reduce the Minnesota student assessment results to NAEP results for students in the nation as a whole, as well as for those in the Central Region; and take advantage of exercise administration, data collection, sampling, and data analysis methodologies developed by NAEP. (Portions of pages 29 and 86 may reproduce poorly.) (Author/WM)

ED 084 658

EA 005 637

Buchanan, Paul C.

Characteristics of Research on Leadership in Education. An Occasional Paper.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Pub Date Nov 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, \*Education, Educational Research, Human Relations, \*Leadership, Leadership Styles, Research, \*Research Problems, \*Research Utilization, Supervision

Any attempt to derive conclusions from the literature regarding leadership in education is limited because much of the literature consists of untested opinion and most empirical studies are based on information from one school or one school district and are thus very limited. Most studies utilize variables that are unique to the particular study and/or are nontheoretical, thus providing little in the way of a framework for integrating findings from different studies. Generally, studies fail in specifying the conditions under which a relationship between variables is tested, thereby running the risk that an actual relationship is undetected; and investigators tend to use perceptions of involved persons rather than observations by a third party as sources of information regarding variables, thus making findings subject to the attitudes or the memory of participants in the organization. In many cases, information regarding both variables is obtained from the same respondents, thus inflating the obtained measure of relationship because of a response set. Finally, the models used for differentiating among behavior patterns provide for limited alternatives and frequently involve one specified behavior (with the only other option being the absence of the one specified), thus running the risk of not differentiating what are



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actually meaningfully different behaviors.  
(Author)

**ED 084 659** 88 EA 005 638

Skutsch, Margaret Hall, Diana  
Delphi: Potential Uses in Educational Planning.  
Project Simu-School: Chicago Component.  
Chicago Board of Education, Ill. Dept. of Facilities Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-71-7619

Pub Date Jul 73

Grant—OEG-5-71-0078(290)

Note—30p.; Related documents are ED 055 366, and ED 005 330 and EA 005 530

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Business, Curriculum Planning, \*Decision Making, \*Educational Planning, Evaluation, Group Dynamics, Human Relations, \*Information Retrieval, Information Utilization, Management, \*Opinions

Identifiers—\*Delphi Technique, Elementary Secondary Education Act Title III, ESEA Title III

Delphi is a method for obtaining group judgments on factual matters for which precise information may not be available, and on values for which information is a matter of opinion. This paper discusses different applications of the Delphi method to educational planning and attempts to evaluate its potential in resolving the particular needs of the educational planning process. The technique is described and explained, and specific areas in which Delphi could be used are considered. Examples of cases in which the technique has been applied are presented. Particular attention is paid to the kinds of actors or participants who are likely to be involved in each decision area, and the most suitable designs for a Delphi exercise are outlined for each case. (Authors)

**ED 084 660** EA 005 639

Tracz, G. S. Burnynk, W. A.

Planning Educational Expenditures: Toward a More Precise Determination of Teacher Costs. Educational Planning Occasional Papers No. 73/74-1.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Nov 73

Note—15p.; Background material for invited speech at 44th National Meeting of the Operations Research Society of America, San Diego, CA, Nov. 12 through 14, 1973.

Available from—George S. Tracz, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada (Free)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, Data Collection, \*Educational Planning, \*Estimated Costs, Information Utilization, \*Mathematical Models, Operating Expenses, Prediction, \*Public School Systems, Simulation, Tables (Data), \*Teacher Salaries

Identifiers—Ontario

The authors provide a brief description of Teacher Cost Models—a computerized mathematical model that allows educational officials, using a specified set of input information, to forecast the provincial (or regional) teacher wage-bill at the operating level (1-year) and multi-year planning level (five years). The model has been successfully implemented for the province of Ontario. All software systems and technical documentation related to its operation have been completed. The paper discusses the conceptualization and design of the model and lists some of its more significant applications. There follows a brief discussion of the requirements necessary for implementation in other provinces or similar educational jurisdictions. A detailed sample problem simulating various given policy/environment conditions is used for illustration. (Authors)

**ED 084 661** EA 005 640

Comprehensive Planning Model for Educational Programs.

Nevada State Dept. of Education, Carson City. Div. of Planning and Evaluation.

Pub Date Aug 73

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Decision Making, Educational Objectives, \*Educational Planning, \*Educational Programs, \*Models, Performance Criteria, Problem Solving, \*Program Evaluation, Program Planning, Public School Systems, \*State Departments of Education, State Programs, Systems Approach

Identifiers—Needs Assessment, Nevada

The existing crises in the schools show a need for some systematic method of planning that leaves little to chance or opinion and which rests more on the scientific techniques of problem solving. Although the use of a systems approach in public programs is just beginning, it seems to hold considerable promise for education. Hence, the Nevada State Department of Education has designed a model for systematic, comprehensive educational program planning and evaluation which should be applicable to educational problems at any level of operation or complexity. The model provides seven basic steps for a systematic approach to problem solving: needs assessment, problem definition, program development, program operation and evaluation, final analysis of evaluative data, dissemination, and recycle. The approach is predicated on the existence of a workable relationship between goals and objectives. (Author/WM)

**ED 084 662** EA 005 641

Erickson, Kenneth A. Rose, Robert L.

Management Teams in Educational Administration. Ideal? Practical? Both?

Oregon School Study Council, Eugene.

Pub Date Dec 73

Note—24p.; OSSC Bulletin, v17 n4

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Attitudes, Administrator Responsibility, \*Decision Making, Educational Administration, Educational Change, Humanization, Job Satisfaction, \*Leadership Styles, \*Management, Organization, \*School Districts, School Industry Relationship, \*Team Administration

This Bulletin gives an overview, through questions and answers, of team management from the standpoint of the superintendent, the principal, and industry. Team management is "ideal" to the extent that it operates democratically, and "practical" in that it normally finds a more sound solution than if one person, alone, came up with a solution. The management team concept as a practical venture is not without its challenges, as it requires a dedicated democratic boss (a humane manager) as well as more time and effort than the traditional way of managing. (Authors)

**ED 084 663** EA 005 642

School Board Policies on Instructional Goals.

National School Boards Association, Evanston, Ill.

Pub Date Nov 73

Note—31p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #73-55, 1-3 kits \$2.00, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Administrator Guides, \*Board of Education Policy, Boards of Education, Educational Accountability, \*Educational Needs, \*Educational Objectives, Educational Philosophy, Information Dissemination, \*Instructional Improvement, Leadership Responsibility, \*Policy Formation, Public School Systems

School boards, often prodded by recently-enacted State accountability laws, have been involving themselves, their staffs, their patrons, and their students in a quest for consensus about educational goals of local school systems. A board that does not give priority to these matters runs the risk of having directions determined at other levels. Boards wanting to meet their goal-setting responsibilities should consider the following: "goals" are general statements of what ought to be, rather than what has to be; goals are, by their very nature, expressions of policy; the process of identifying and reaching consensus on goals requires the broad involvement of staff members, the public, and students; attainable objectives should be set consistent with these goals so that some measure of progress towards those goals can be attained. (Author/WM)

**ED 084 664** EA 005 643

Cohen, Ruth I., Ed. And Others

Educational Program Audit Handbook. Revised. Los Angeles County Superintendent of Schools, Calif.

Pub Date Jul 73

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Evaluation Methods, \*Examiners, \*Federal Programs, Management Systems, Needs, Objectives, \*Program Evaluation, \*Public Schools, Reports

Identifiers—Audits, \*Educational Program Auditor

Our publics could be better served if verification of a program evaluation were made by an educational program auditor (EPA). The role of the EPA would be to enter the educational cycle before the objectives have been determined and before the programs and criterion measures have been adopted. The audit process would begin with the hiring of the auditor and continue through the life of the project. This handbook is designed to assist such an auditor in this task. It discusses federal audit requirements, the pre audit, the interim audit report, and the final audit report. (Author/JF)

**ED 084 665** EA 005 644

Brubaker, C. William

Facility Options. Space for Career Preparation: Document 3.

Michigan State Univ., East Lansing. Continuing Education Service.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date 73

Note—23p.; A Michigan Career Education Facilities Project; Related documents are EA 005 643 and EA 005 646

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, OH 43210 (\$4.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Air Structures, Building Conversion, \*Career Education, Design Needs, \*Educational Philosophy, \*Flexible Facilities, Instructional Television, \*Planning (Facilities), Relocatable Facilities, \*School Community Cooperation, Simulation, Telecommunication

Identifiers—Facility Alternatives, Facility Utilization, New Towns

This document incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing facilities to house career education on the part of educational administrators. Traditional solutions, continually increasing costs, and the need for greater emphasis on the learning environment provided the impetus for focusing attention on the options for local determination with minimum emphasis on regulating procedures. Project findings have rise to some recommendations that the multicenter and the nucleus-and-satellites concept be used; education be integrated more closely with the community; simulation techniques be utilized; that existing buildings sometimes be recycled; and that floating schools, schools-on-rails, and schools-on-tires be developed. (Author/MLF)

**ED 084 666** EA 005 645

Tarapata, Peter

Planning for Change. Spaces for Career Preparation: Document 4.

Michigan State Univ., East Lansing. Continuing Education Service.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date 73

Note—13p.; A Michigan Career Education Facilities Project; Related documents are EA 005 644 and EA 005 646

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, OH 43210 (\$3.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Building Plans, \*Career Education, Educational Change, \*Flexible Facilities, Guidelines, Modular Building Design, \*Planning (Facilities), Space Classification, Space Dividers, \*Space Utilization

This document incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing

facilities to house career education on the part of educational administrators. Traditional solutions, continually increasing costs, and the need for greater emphasis on the learning environment provided the impetus for focusing attention on the options for local determination with minimum emphasis on regulating procedures. Project findings reveal that the design of new flexible facilities for career education requires space management—matching students' learning needs (curriculum) with the things of learning (space, tools, aids), placing them within a time frame (schedule), and doing this all within an allotted budget. Suggestions and building designs are offered for flexible facilities into which an almost infinite variety of settings can be placed that include delivery of the services necessary for facility operation without destroying the universal quality of the space. (Author/MLF)

**ED 084 667** EA 005 646  
Smith, Linn

**Construction Options. Spaces for Career Preparation: Document 5.**  
Michigan State Univ., East Lansing. Continuing Education Service.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date 73

Note—18p.; A Michigan Career Education Facilities Project; Related documents are EA 005 644 and EA 005 645

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, OH 43210 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, \*Construction Management, \*Fast Track Scheduling, Flexible Facilities, Modular Building Design, \*Planning (Facilities), School Construction, \*Systems Approach

This document incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing facilities to house career education on the part of educational administrators. Traditional solutions, continually increasing costs, and the need for greater emphasis on the learning environment provided the impetus for focusing attention on the options for local determination with minimum emphasis on regulating procedures. This document explores questions that should be asked about the construction of a career preparation center—whether it be a new building, an addition, or the remodeling of an existing facility. Some of these probes concern the kind of building to be built, the method to be used in its construction, and whether time and/or cost are of the utmost importance. In answer to such questions, the author explores some of the new concepts that have been emerging and developing in the construction process, such as systems building, fast track scheduling, construction management, and the "recycling" of existing buildings. Citations are provided in each case for further reading on the subject. (Author/MLF)

**ED 084 668** EA 005 647  
**Using the Schools for Fraud: Issues and Legal Strategies. Transcript of a Conference: Fraud in the Schools.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; Lawyers' Committee for Civil Rights Under Law, Washington, D.C.; Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Pub Date Mar 73

Note—150p.; Papers presented at Educational Staff Seminar (Washington, D.C., March 9, 1973)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Court Litigation, \*Educational Accountability, Elementary Schools, Legal Responsibility, \*Reading Level, \*School Districts, Secondary Schools, \*Student Rights Identifiers—\*Fraud, \*Tort Liability

On November 20, 1972, a complaint was filed by Suzanne Martinez of the Youth Law Center against the San Francisco Unified School District and others on behalf of an 18-year-old plaintiff, identified as Peter W. Doe. Peter Doe had graduated with average grades, had never encountered serious disciplinary problems, and had maintained a regular attendance. Reading specialists who examined the plaintiff after his graduation from high school indicated that he was reading at the

fifth grade level. The plaintiff later subscribed to reading tutoring and made significant progress. The complaint presented nine legal grounds of school district liability in the four general areas of negligence, misrepresentation, breach of statutory duties, and constitutional deprivation of right to education. At the conference recorded here, Ms. Martinez and a number of educational experts discussed the case and its implications for the future of litigation in this area. (Author/JF)

**ED 084 669** EA 005 648

**Proceedings of the National Association of Educational Buyers Annual Meeting. 52nd, Las Vegas, Nevada, May 7-10, 1973.**

National Association of Educational Buyers, Westbury, N.Y.

Pub Date May 73

Note—188p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Administrative Personnel, \*Conference Reports, \*Educational Equipment, National Organizations, \*Professional Associations, \*Purchasing, Workshops

In addition to general session addresses and the dialogue at 14 workshops, these proceedings include the treasurer's report and lists of committee members, board of directors, exhibitors, and participants. Workshop topics are: "A Good Manager—From a Personnel View," "Effective Use of Specialized Consultants," "Public Utilities," "Computer Specialists," "Word Processing Systems in Educational Administration," "Evaluating the Performance of a Purchasing Department," "Minority Vendors," "OSHA Now," "Freight Damage Claims," "Evaluation Round Table," "Purchasing to Protect the Environment," "Large Schools Problems Clinic," "Small Schools Problems Clinic," and "Junior/Community College Seminar." (Author/MLF)

**ED 084 670** EA 005 649

Strong, Dexter K.

**The Budget. Introduction to Financial Management.**

National Association of Independent Schools, Boston, Mass.

Pub Date 71

Note—30p.; A related document is EA 005 650  
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$1.25)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*Budgeting, Budgets, Educational Finance, \*Private Schools, \*Staff Role, \*Teacher Salaries

A school budget is a carefully drawn plan to allow for the efficient educational operation of the school. Everyone connected with the management of an independent school has something to learn about a budget, the most obvious person being the new headmaster. Similarly, all department heads, the librarian, the athletic director, the members of the faculty-salary committee, a beginning teacher full of enthusiasm about a new film program, perhaps a student leader concerned about getting things done and trying to learn how things get done. In short, anyone needing school money for school purposes or responsible for its expenditure can do his educational job better if he understands the workings of the school's budget. This booklet is planned with all of these persons in mind. Discussed are timing; the roles of staff, faculty, and trustees in preparing the budget; the effect of faculty salaries on the budget; the preliminary budget; and budget control. A sample budget worksheet is also provided. (Author/JF)

**ED 084 671** EA 005 650

Sonenstein, Burton

**Accounting for Independent Schools.**

National Association of Independent Schools, Boston, Mass.

Pub Date Jun 69

Note—109p.; A related document is EA 005 649  
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrative Principles, \*Guides, \*Private Schools, \*School Accounting, \*School Funds

The diversity of independent schools in size, function, and mode of operation has resulted in a

considerable variety of accounting principles and practices. This lack of uniformity has tended to make understanding, evaluation, and comparison of independent schools' financial statements a difficult and sometimes impossible task. This manual has been developed as a concerted effort to create a measure of consistency and uniformity—a first attempt to codify basic accounting principles and practices for specific application to independent schools. It is intended as a guide or working document which may be modified and altered through usage. The sections of the manual cover basic principles for uniform accounting and reporting, chart of accounts, illustrative journal entries, uniform financial statements, and basic accounting systems. A glossary of accounting terms is provided. (Author/JF)

**ED 084 672** EA 005 651

Stieber, Gertrude N.

**Salaries Scheduled for Administrative and Supervisory Personnel in Public Schools, 1973-74. An ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 73

Note—71p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, VA 22209 (\$5.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Elementary Schools, \*Fringe Benefits, Information Dissemination, Principals, \*Public School Systems, \*Salaries, Salary Differentials, School Superintendents, Secondary Schools, Statistical Data, \*Supervisors, Surveys, Tables (Data)

Accurate data related to current salaries are essential in developing and maintaining adequate compensation for administrative personnel. This is the first in a series of comprehensive ERS national studies of salaries and fringe benefits for administrative and supervisory personnel in public schools. This report gives precise information for school districts responding to a national survey of a stratified random sample of large, medium, and small school systems. The major part of the report consists of a system-by-system listing of the 562 districts that furnished usable salary schedule information. The listing gives each system's minimum and maximum scheduled salaries for associate and/or deputy superintendents, assistant superintendents, and certain other central-office positions; and scheduled minimum and maximum salaries for supervising and assistant principals. Salaries shown for superintendents are salaries actually being paid since the salaries of superintendents are usually based on an individual contract with the school board. The listing also includes detailed information regarding the scheduling of salaries for principals (e.g., differentials for days on duty, academic preparation levels, and size of school to which assigned). Also, methods of structuring schedules based on their relationship, or lack of relationship, to the schedules for teachers are shown in the listing. Summary tables are included that show mean, median, and ranges of minimum salaries scheduled and maximum salaries scheduled in reporting systems. (Author)

**ED 084 673** EA 005 652

**The Year-Round School. A Source Book and Review of the Literature.**

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Apr 73

Note—97p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, Experimental Programs, \*Extended School Year, Literature Reviews, Program Development, Program Evaluation, Program Planning, School Calendars, \*School Schedules, Statewide Planning, Summer Schools, \*Year Round Schools

Identifiers—\*North Carolina

As a preface to in-depth feasibility studies of the concept, this source book characterizes three basic categories of year-round plans; lists the arguments, advantages, and disadvantages of three general plans; provides a brief description of North Carolina experimental programs; reports of sample research findings that explore cost considerations for North Carolina; and presents an instrument to evaluate North Carolina's readiness for a year-round school. For purposes of this

presentation, the variety of plans being followed by school systems for rescheduling the school year have been classified into (1) the traditional summer school plan; (2) the rotating plan (utilizing school facilities year-round, but not providing additional days of education); and (3) the extended term plan (utilizing school facilities year-round and providing more days of education.) The document concludes with a 50-page review summary of current readings on the year-round school. (Author/DN)

ED 084 674 EA 005 653

Bhola, H. S.

The Organizational and the Interpersonal in an

International Development Education Project.

Pub Date 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Developing Nations, Educational Change, \*Educational Development, Educational Innovation, \*Educational Planning, Intergency Planning, Intercultural Programs, \*International Education, \*Interpersonal Relationship, Organizational Change, Organizational Climate, \*Organizational Development

Identifiers—East Africa

The organizational aspects of the process of innovation diffusion and the planned change and development as applied to an appraisal of international development education (IDE) are examined in this paper. The document begins by describing how effective organizations and institutions should be planned and structured to produce planned change. It considers the general lack of knowledge among practitioners and educators concerning the how and why of organizational behavior. The main body of the paper presents a case study of an East African educational project conducted under the auspices of a United Nations-affiliated agency. The general lack of sensitivity on the part of planners and administrators to the organizational aspects of technical assistance is illustrated. The author additionally considers the ministerial politics in a country receiving aid; the creation of an organization to handle a project; the evaluation of organization effectiveness; the role of organization participants; recruitment for IDE programs; and the effects of race, religion, and culture on the success of a project. The paper concludes with recommendations for solving some of the problems in IDE and with reference to some social science techniques available for inventing needed solutions. (Author/DN)

ED 084 675 24 EA 005 654

Wasik, John L.

The Status and Future Prospects Educational Development: A Historical Treatment. Center Technical Paper No. 13.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-70348

Pub Date 73

Grant—OEG-2-7-070348-2698

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developmental Programs, \*Educational Development, \*Federal Aid, Financial Support, \*Literature Reviews, Models, \*Political Influences, Regional Laboratories, Research, Research and Development Centers

This study focuses on the nature of educational development in the United States as determined by an analysis of the available literature. There is general agreement that educational development has not achieved the status now accorded to the general avocation of research by educators. This appears to be the result of a relatively short history and a lack of preciseness in the description of the developmental process. The recent institutionalization of the educational research and development process by Congress and the U. S. Office of Education through the establishment of the educational R&D centers and regional educational laboratories has resulted in a convergence of opinion on what constitutes educational development as well as a clarification of which organizations should be primarily responsible for the development function in education. Moreover, the pre-eminence of the Federal Government in specifying the direction of educa-

tional research and development through its funding of programs and projects indicates that political considerations are likely to continue to influence the growth and direction of educational development in the United States. The recommendation is made that managers of educational developmental programs adopt strategies which will support a mix of both small- and large-scale developmental projects. (Author)

ED 084 676 EA 005 655

Learning Outside the Classroom: The Role of Field Experiences in the School Program.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 20 Sep 73

Note—26p.; Advance materials for discussion on Public TV broadcast and at Annual Education Congress (52nd, Harrisburg, Pennsylvania, September 20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Resources, Curriculum Enrichment, \*Educational Change, Educational Programs, Elementary Schools, \*Field Experience Programs, \*High Schools, Program Improvement, \*School Community Relationship, \*Student Experience, Student Participation

Identifiers—\*Experiential Learning, Student Community Relationship, Student Involvement

This is a proposal to improve elementary and secondary education programs for students by increasing the extent of their involvement in their respective communities. It is also a set of recommendations on how to make such educational field experiences a central aspect of the curriculum in order to obtain maximum benefit from such involvement in the community. The proposal is designed to encourage school district administrators and teachers to offer practical programs carefully planned to use community resources effectively. It is not a suggestion for schools to increase the frequency of the typical unplanned field trip. Inherent in this proposal is the belief that the common perceptions of educators as to what constitutes a relevant education for young people today need re-examination. It is the position of this proposal that such a process of re-examination dictates the need for a major reconstruction of the teaching-learning process and the relationship between the school and the community. The educational field experiences suggested for students in this proposal are not to be viewed as "add-ons" to the existing instructional program, but rather, as experiences, to be made the foundation of as much of the school program as possible. (Author)

ED 084 677 EA 005 656

Correa, Hector Fisher, Larry

Decision Model for Planning Technologically

Assisted Education: with Application to Botswana.

Pub Date [73]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, \*Decision Making, Educational Finance, Educational Planning, Educational Technology, Instructional Innovation, \*Instructional Television, \*Mathematical Models, Secondary Schools, \*Student Teacher Relationship, Tables (Data), Televised Instruction

Identifiers—\*Botswana

In this paper, the problem of choosing between education with the usual teacher-student interaction and television-assisted education is considered. The method used to select the alternative with minimum costs is presented, discussed, and applied to Botswana. (Pages 5 and 10 may reproduce poorly.) (Author)

ED 084 678 EA 005 657

Sciara, Frank J.

The Change Agent Role of the Elementary Principal Reexamined.

Pub Date Dec 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Role, \*Change Agents, Computer Oriented Programs, Educational Philosophy, \*Elementary Schools, Group Norms, \*Leadership Responsibility, Matched Groups, Personnel Policy, \*Principals, Teacher Administrator Relationship

The author analyzes the leadership role of the elementary principal through an examination of

the dynamics of the leadership-follower relationship phenomenon. Several research studies are cited which give support to the point of view that leadership characteristics of a group are invested in the followership. A person may lead, but to be followed, the leader must accept, or seem to accept, the tradition, norms, and goals of the group and assist the group in achieving the purpose the group has identified. Compatibility between the principal and the teachers in terms of close agreement of educational philosophy would appear to be necessary conditions so that a principal might function effectively. Computer matching is suggested as a vehicle for achieving the needed conditions for fostering educational change through the leadership of the principal. (Author)

ED 084 679 EA 005 658

Doob, Heather S.

Using the Consumer and Wholesale Price Indexes To Estimate School Costs. An ERS Information Aid.

Educational Research Service, Washington, D.C.

Pub Date Dec 73

Note—16p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Economic Change, Education, \*Estimated Costs, Guides, \*Purchasing, \*Statistical Studies

Identifiers—Consumer Price Index, \*Cost Indexes, Wholesale Price Index

In periods of rising costs and changing economic conditions, school administrators are faced with difficult problems in projecting school budgets, estimating probable cost increases, and determining salary needs of school personnel. The Bureau of Labor Statistics of the U.S. Department of Labor offers information that can be of value to school administrators. This pamphlet describes various types of information that can be obtained from the periodicals and press releases of the Bureau of Labor Statistics and outlines some ways that these data may be used by educators. (Author)

ED 084 680 EA 005 659

Gardner, Dwayne E.

Educational Planning (Putting Public Concern To Work).

Council of Educational Facility Planners, Columbus, Ohio.

Pub Date Nov 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Involvement, Educational Needs, \*Educational Planning, Educational Specifications, \*Planning (Facilities), \*School Community Relationship, School Construction, School Surveys, Self Evaluation

Identifiers—Facility Utilization

Channeling of public interest and putting it to work on a clearly structured course can make a major contribution to successful school-community work in educational planning. Through anticipation of problems, schools are often able to furnish solutions before a problem arises. Educational planning involves evaluating the educational opportunities available, determining the changes to be made, and projecting a plan of action. Self evaluation and an educational survey will help in identifying educational and facility needs. Adopting and implementing a plant improvement program should be initiated if educational and facility needs have been identified. Such a program should provide for selection and employment of specialists, preparation of educational specifications, development of preliminary architectural plans, and acceptance by the public. (Author/MLF)

ED 084 681 88 EA 005 660

Cramer, Harold L. Wehking, Robert J.

Charting the Planning Process.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—71-7619

Pub Date Jun 73

Grant—OEG-5-71-0078(290)

Note—25p.; Related documents are EA 005 330, EA 005 530, and EA 005 661



**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Case Studies, \*Community Involvement, \*Cooperative Planning, \*Decision Making, Educational Change, Educational Facilities, Educational Planning, Planning (Facilities), \*School Community Relationship, School Design, \*Simulation  
 Identifiers—\*Charrettes, Elementary Secondary Education Act Title III, ESEA Title III, SIMU School

This report addresses itself to an important part of educational planning—community involvement. During the past few years, a variety of techniques has been devised to make citizen participation in the planning process more effective. One technique which has been utilized with considerable success, particularly in the field of education facilities planning, is charrette—a technique for studying educational problems within the context of total community planning needs in a compressed time period. The authors provide a brief introduction to the technique and describe three case studies of its application. They also develop a step-by-step procedure for organizing a charrette. (Authors)

**ED 084 682** 88 EA 005 661  
 Hall, Fred L.

**A Preliminary Evaluation of an Optimizing Technique for Use in Selecting New School Locations.**

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—71-7619

Pub Date Aug 73

Grant—OEG-5-71-0078(290)

Note—37p.; Related documents are EA 005 330, EA 005 530, and EA 005 660

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Case Studies, Educational Planning, \*Mathematical Models, \*Planning (Facilities), \*Programming, School Planning, \*Simulation, \*Site Selection, Student Distribution, Techniques, Urban Education  
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, SIMU School

During the past two decades, mathematical programming techniques have been widely utilized in the private sector for optimization studies in locating industrial plants, scheduling commodity flows, determining product mix, etc. However, their use in the public sector has been less extensive, partly because of the absence of a clear-cut profit motive and partly because of the difficulty involved in expressing public planning problems strictly in terms of economic variables. This report describes a case study carried out in Chicago, in which an integer programming technique was used to investigate a basic problem in planning allocation of attendance areas. The study demonstrates that programming techniques can also be useful for planning public facilities such as schools. While the particular results reported are specific to the case study, the mathematical model described and tested is generic and can readily be adapted to other areas. (Author)

**ED 084 683** EA 005 664

Caesar, Gene And Others

**New Equity in Michigan School Finance: The Story of the Bursley Act.**

Michigan State Legislature, Lansing. Senate Committee on Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 1 Sep 73

Contract—OEC-0-73-2677

Note—97p.; Most of this document was presented at the National Symposium on State School Finance Reform (Washington, D.C., November 26 and 27, 1973); Related documents are EA 005 665 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Schools, \*Equal Education, \*Equalization Aid, Kindergarten, School Support, School Taxes, Secondary Schools, \*State Aid, State Legislation, Symposia  
 Identifiers—Bursley Act, Equity, Michigan, \*State School Finance Reform

Under the plan described in this report—a so-called "Equal Yield" formula contained in Senate Bill No. 110—each district will have an equal opportunity to realize the same amount of revenue per pupil from each unit or "mill" of local tax levied in combined State and local funds. The publication examines in detail several key aspects of the Michigan school finance reform story, such as what was wrong with the former Strayer-Haig concept, what developments led to the selection of the Equal Yield plan, how the Equal Yield plan works, how it passed into law, and how well the new plan will satisfy previous court rulings on educational inequality. Numerous tables of statistical data are included in the appendices. (Author/DN)

portunity to realize the same amount of revenue per pupil from each unit or "mill" of local tax levied in combined State and local funds. The publication examines in detail several key aspects of the Michigan school finance reform story, such as what was wrong with the former Strayer-Haig concept, what developments led to the selection of the Equal Yield plan, how the Equal Yield plan works, how it passed into law, and how well the new plan will satisfy previous court rulings on educational inequality. Numerous tables of statistical data are included in the appendices. (Author/DN)

**ED 084 684**

Steinbrecher, Edwin E.

**An Analysis of Senate Bill 72—Colorado Public School Finance Act of 1973.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Sep 73

Contract—OEC-0-72-4819

Note—19p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 and EA 005 666 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, Elementary Schools, \*Equal Education, \*Equalization Aid, Foundation Programs, \*Property Taxes, School Districts, Secondary Schools, \*State Laws, Symposia  
 Identifiers—Colorado, \*State School Finance Reform

Colorado has been experiencing the efforts by local property tax groups to reduce the dependence for educational revenue by moving away from local property taxes to wider based taxation plans. Paralleling these efforts have been attempts by various groups, through the courts, to change the method of financing education to provide more equality of opportunity for all children. This report details the response of the Colorado State Legislature to these challenges and examines the effects of the laws it has passed to solve some of these problems. (Author/JF)

**ED 084 685**

Wilkinson, William R.

**Problems and Issues of Fiscal Neutrality in Financing School Construction.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Jun 73

Contract—OEC-0-73-1189

Note—37p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664, 665 and 667 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Capital Outlay (for Fixed Assets), \*Educational Finance, Elementary Schools, \*Equalization Aid, Foundation Programs, Full State Funding, \*School Construction, Secondary Schools, \*State Aid, Symposia  
 Identifiers—\*State School Finance Reform

The fiscal neutrality standard established by courts in recent cases holds that the level of spending for a child's education may not be a function of wealth other than the wealth of the State as a whole. In most States, funds for capital improvements in school districts are even more closely tied to district wealth than are funds for operating expenses. This report examines school construction expenditure trends in several States and discusses several proposals for equalizing expenditures. These proposals include full State funding, power equalizing, and minimum foundation plans. (JF)

**ED 084 686**

Doherty, Robert E.

**State Assumption of School Costs and Collective Bargaining Structure.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Aug 73

Contract—OEC-0-73-2671

Note—63p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 666 and EA 005 668 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Collective Negotiation, \*Educational Finance, Elementary Schools, \*Equal Education, Equalization Aid, \*Full State Funding, Secondary Schools, \*State Aid, Symposia  
 Identifiers—\*State School Finance Reform, Statewide Collective Negotiation

A number of educational finance proposals suggest that the State become the primary collector and dispenser of revenue to support public education. Under such proposals the State would become, in effect, the employer for collective bargaining purposes. Accordingly, this paper deals with representation issues, the scope of bargaining, and problems of resolving bargaining impasses. It also discusses the implications of State funding and Statewide collective bargaining. The main argument advanced in support of State assumption of all or nearly all costs supporting public education is that only through such a device can equality of educational opportunity be achieved. With the present inequality of wealth among school districts, one premise follows—that there is a close correlation between district wealth and educational opportunity. It follows because teachers are the chief ingredient of any educational enterprise, and some mechanism must be found to distribute teaching talent more equally; poor teachers should not be concentrated in the poor districts, while good teachers are concentrated in the rich ones. A Statewide collective bargaining arrangement providing for uniform conditions of employment would, according to this argument, take the comparative advantage away from the affluent districts and thereby promote greater equality. The concluding sections of this paper present comments critical of that proposed remedy. (Information on pages 48-67 not complete on this copy. (Author))

**ED 084 687**

Nystrom, Raphael O. Cunningham, Luverne L.

**The Dynamics of Local School Control.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Sep 73

Contract—OEC-0-73-272

Note—46p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 667 and EA 005 669 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Board Administrator Relationship, \*Board of Education Role, \*Boards of Education, \*Decision Making, Educational Finance, \*Educational History, Elementary Schools, \*Policy Formation, Secondary Schools, Symposia  
 Identifiers—\*State School Finance Reform

The school board as a governing body for education is essentially unique to the United States. Other countries in recent years have adopted forms of local citizen participation in school affairs. None of these practices has approached the American School Board in historical significance or contemporary meaning. This paper, prepared for use as a staff inservice training paper in the U.S. Office of Education, traces the historical development of school government in the United States and comments on the contemporary concerns and challenges to school boards. The author discusses the organizational character of school boards, examines decisionmaking behavior, talks about problems and issues regarding local boards, and makes observations about the future. (Author/JF)

**ED 084 688**

Mintz, Steven

**Analysis of State School Finance Reform Legislation in Florida, 1973.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-74-0446

Note—16p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 668 and EA 005 670 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, Elementary Schools, \*Equal Education, \*Equalization Aid, Foundation Programs, \*Property Taxes, School Districts, Secondary Schools, \*State Laws, Symposia



Identifiers—Florida, \*State School Finance Reform

On June 26, 1973, the system for financing elementary and secondary education in Florida was radically altered when the Florida legislature passed the Florida Education Finance Program Act of 1973. Significant features of this act include (1) substantially increased fiscal equalization; (2) a systematic plan and substantial State commitment to meet the need for school facilities; (3) increased school district responsibility and flexibility to innovate new programs; (4) simplification of school funding; and (5) disclosure of school spending through a comprehensive management information and cost accounting, including annual reporting of school and program-by-program requirements. This report describes the Act and its effects on school district finance. (JF)

ED 084 689

EA 005 670

Mintz, Steven

Summary of 1973 School Finance Legislative Changes.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-74-0446

Note—25p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 669 and EA 005 671 through 689

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, Elementary Schools, \*Equal Education, Equalization Aid, National Surveys, \*School Taxes, Secondary Schools, \*State Aid, \*State Laws, Symposia

Identifiers—\*State School Finance Reform

The movement for school finance reform at the State level has not been arrested. It had been thought that the Rodriguez case would stall reform. States have moved their reform efforts ahead before and after the Rodriguez decision, with conviction. The purpose of this publication is to document school finance legislation in 1973, State-by-State. Information for this report was gathered from telephone conversations with the States, from published State materials, and from the knowledge and expertise of the School Finance Study Unit. Major attention focused on changes in the level and methods of raising State and local school revenue, the basic State aid as well as categorical programs; property tax relief and/or reform changes; and the existence of any school finance study efforts in progress or recently completed. (Author)

ED 084 690

EA 005 671

Lindman, Erick L.

California's New School Finance Law.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Sep 73

Contract—OEC-0-73-1194

Note—33p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 670 and EA 005 672 through 689

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Educational Disadvantage, \*Educational Finance, Elementary Schools, Equal Education, \*Equalization Aid, \*Foundation Programs, \*Property Taxes, Secondary Schools, \*State Laws, Symposia

Identifiers—California, \*State School Finance Reform

Following a touch-and-go struggle in the California legislature, a school finance reform law, known as the Property Tax Relief Act of 1972, was passed. The contents of this act were affected in part by the California Supreme Court decision—Serrano vs Priest. The new law includes boosts in foundation programs, expressed in dollar amounts per pupil (ADA); and two new categorical aid programs. One program is designed to improve early childhood education and the other is drafted to aid educationally disadvantaged children. This report discusses the Act and examines its effects on educational finance in California. (Author/JF)

ED 084 691

EA 005 672

Buselle, Tish Newman

The Texas Weighted Pupil Study.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Jul 73

Contract—OEC-0-73-2700

Note—119p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 671 and EA 005 673 through 689

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Finance, Elementary Schools, \*Equal Education, \*Equalization Aid, Expenditures, Foundation Programs, \*School Districts, Secondary Schools, \*State Aid, Symposia

Identifiers—\*State School Finance Reform, Texas, Weighted Pupil Method

According to the weighted pupil philosophy, the essence of equal educational opportunity is not in providing equal amounts of funds for the education of each child, but in providing the varying amounts of funds needed to insure a financial basis for giving each child an equal opportunity to obtain an education which meets his needs. This paper attempts to document, analyze, and evaluate the methodology used and the procedures followed in the development of a weighted pupil method for financing Texas public schools. The paper purports to provide substantive information about issues addressed, staff organization, working procedures, and the collection and analysis of data in order that another State considering the development of a weighted student approach to the distribution of funds for public school education might have the benefit of the Texas experience. (Author)

ED 084 692

EA 005 673

Walker, Mahel

Problems and Issues of Property Taxation in School Finance Reform.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 15 Oct 73

Contract—OEC-0-73-1367

Note—70p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 672 and EA 005 674 through 689

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, \*Educational Finance, \*Efficiency, Elementary Schools, \*Equal Education, Equalization Aid, Foundation Programs, Full State Funding, \*Property Taxes, Secondary Schools, \*State Laws, Symposia

Identifiers—\*State School Finance Reform

State officials attempting school finance reform are faced with the three interlocking problems of school finance, property taxation, and the crisis of central cities. The three basic issues to be considered in dealing with these problems are equity, adequacy, and efficiency. This report examines these school finance problems and critiques proposals for remedying them. (JF)

ED 084 693

EA 005 674

Stephens, E. Robert

The Emergence of the Regional Educational Service Agency Concept in Education: Dominant Organizational Patterns and Programming Thrusts.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Nov 73

Contract—OEC-0-73-2842

Note—118p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 673 and EA 005 675 through 689

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Administrative Organization, Comprehensive Districts, Cost Effectiveness, Educational Finance, Educational Trends, Elementary Schools, Evaluation Criteria, \*Intermediate Administrative Units, \*Program Descriptions, Regional Planning, School Districts, \*School Organization, School Systems, Secondary Schools,

State Departments of Education, \*State School District Relationship, Symposia

Identifiers—Regional Educational Service Agency, RESA, \*State School Finance Reform

This paper presents a description of the emerging middle echelon unit of school government—the Regional Educational Service Agency (RESA). The document defines RESA's as those offices of school government sandwiched between State and local school district levels and considers the development of the regional educational service agency concept in 30 States. The description of the emerging RESA focuses on an overview of the existing inadequacies of local school districts and the search for alternatives; the development of the regional educational service agency concept in the several States; dominant organizational and programming patterns in Statewide and partial Statewide systems; recommended criteria for the establishment, governance, organization, and operation of RESA; and an overview of the major problems and issues in the establishment and operation of RESA units. (Maps may reproduce poorly.) (Author/DN)

ED 084 694

EA 005 675

Anderson, Gayle H.

A Critique: The Minnesota School Finance Study.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-73-2724

Note—55p.; Paper presented at National Symposium on State School Finance (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 674 and EA 005 676 through 689

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Schools, Equalization Aid, Expenditure Per Student, \*Foundation Programs, Maintenance, \*Program Descriptions, Property Taxes, School District Spending, School Support, School Taxes, Secondary Schools, \*State Aid, Symposia

Identifiers—Financial Reform, Minnesota, \*State School Finance Reform

After tracing the historical development of its present school finance system, the author considers Minnesota's school finance court cases and the finance disparities among its local school districts that led the 1971 legislature to increase State aid given to local school districts for maintenance expenditures. The document reviews the establishment of the school finance task force which was set up to assess the impact of the 1971 revenue bill on the public schools and to make recommendations for revisions in State aid formulas. It considers in detail the organization of the task force, its method of data collection and analysis, surveys and studies conducted by the task force, and an assessment of the adequacy of the task force study. The document concludes by reviewing changes in school financing made by the 1973 Minnesota legislative session. A glossary of school finance terms is also included. (Author/DN)

ED 084 695

EA 005 676

Nickerson, Kermit S.

"An Idea Whose Time Has Come." Analysis of an Act Equalizing the Financial Support of School Units.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-73-2723

Note—69p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 675 and EA 005 677 through 689

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Schools, Equal Education, \*Equalization Aid, \*Program Descriptions, Property Taxes, School Support, School Taxes, Secondary Schools, \*State Aid, Symposia

Identifiers—Maine, \*State School Finance Reform

After tracing the historical development of the Maine system of school finance, the document describes the major provisions of a 1973 legisla-

tive act that equalizes the financial support of school units. Under the act, 60 percent of the cost of public school programs will come from State tax sources and 40 percent will come from a uniform property tax being applied equally to all administrative units in the State. The document considers such topics as raising local and State school revenues, local taxes for current operation and for capital outlay, State supervision of local property tax administration, other State aid programs, the effect of the legislation on selected districts, and the legal implications of the act. The entire legislative act and a suggested procedure for the implementation of the act are included in the appendixes. (Author/DN)

**ED 084 696** EA 005 677

Ward, Cynthia V. L.

**Analysis of the Process and Methodology of the School Finance Study in Rhode Island: The Full State Funding Program.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 30 Jul 73

Contract—OEC-0-73-2735

Note—141p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 676 and EA 005 678 through 689

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Finance, Educational Legislation, Elementary Schools, Equal Education, Equalization Aid, \*Full State Funding, \*Program Descriptions, School Support, School Taxes, Secondary Schools, \*State Aid, Symposia

Identifiers—Equity, Rhode Island, \*State School Finance Reform

This report presents a history of the primary objectives, events, personalities, and consequences of the School Finance Study in Rhode Island. The study committee was commissioned with the task of developing a school finance plan that would provide equal educational opportunities to all pupils with similar characteristics and needs, achieve fiscal neutrality in the collection of revenues, and maintain all decisionmaking authority at the lowest level of management able to resolve the questions. The committee later undertook the task of developing a capital improvement finance plan as well. The paper describes the general and educational setting of Rhode Island, the various personalities who play a role in the school finance reform movement, and the development of the reform movement into a proposal for full State funding. A critique and analysis of the School Finance Study is also included. It is expected that this report will be of use to those who may want to analyze the factors operative in the finance study sequence, determine the cost of the study, or to speculate on future events in this area. (Pages 101-106, 115-123, 128, and 132 may reproduce poorly.) (Author/DN)

**ED 084 697** EA 005 678

Guess, Arnold

**Analysis of the Process and Methodology of a School Finance Study in Kentucky.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 1 Sep 73

Contract—OEC-0-73-1403

Note—72p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 677 and EA 005 679 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Capital Outlay (for Fixed Assets), Educational Accountability, \*Educational Finance, Elementary Schools, Extended School Year, \*Foundation Programs, \*Program Descriptions, School Organization, School Support, School Taxes, Secondary Schools, \*State Aid, State School District Relationship, Student Transportation, Symposia, Tax Effort, Teacher Salaries

Identifiers—Kentucky, \*State School Finance Reform

This paper describes the processes and methodology used in a 3-year study of the Kentucky Foundation Program—a body of related Kentucky revised statutes which directs the

amount and flow of State aid for public education in the State. A technical committee, a research committee, a citizens advisory council, and local study committees examined issues of educational allotment procedures, required local tax effort, capital outlay, cost of delivery education, variation in program cost, school district productivity, pupil transportation, school district organization, extended school year, school food service, salaries, and staffing patterns. Final recommendations to the legislature for changes in the methods of school finance were made in the areas of educational allotment procedure, required local tax effort, revenue for public schools, teachers' salaries, capital outlay and debt service, transportation, school district organization, extended school year, and accountability. The paper describes the defects and strengths of the finance study, and concludes with the legislative proposal for a revised foundation program for Kentucky. (Author/DN)

**ED 084 698** EA 005 679

Harris, Marshall A.

**Description and Analysis of the Process and Methodology of a School Finance Study in Florida.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-73-2670

Note—54p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 678 and EA 005 680 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Advisory Committees, Capital Outlay (for Fixed Assets), Data Analysis, Data Collection, \*Educational Finance, \*Educational Legislation, Elementary Schools, Equalization Aid, Organizations (Groups), \*Program Descriptions, Program Evaluation, Program Guides, Research Committees, School Support, School Taxes, Secondary Schools, \*State Aid, Symposia

Identifiers—Florida, \*State School Finance Reform

The mission of the study reported here was to provide a better understanding of the existing financial arrangement for elementary and secondary education, to design alternative systems where they appeared to be justified, and to recommend systems that would provide like amounts of dollars for students with similar characteristics (deaf, blind, disadvantaged, etc.) in all school districts. The document examines the study team organization, their methods of data collection and analysis, and their recommendations for school finance reform. The document describes the main features of the Florida Education Finance Program Act of 1973, enacted as a result of the study recommendations. The paper concludes with a list of recommendations that other States might find useful in setting up a State school finance study. (Author/DN)

**ED 084 699** EA 005 680

Jordan, K. Forbis

**An Analysis of the Process and Methodology of the Delaware School Finance Study.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 20 Jun 73

Contract—OEC-0-73-1442

Note—115p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 679 and EA 005 681 through 689

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Advisory Committees, Capital Outlay (for Fixed Assets), Data Collection, \*Educational Finance, Elementary Schools, Expenditure Per Student, Food Service, \*Program Descriptions, Program Evaluation, School District Spending, School Taxes, Secondary Schools, \*State Aid, Student Transportation, Symposia, Tax Effort

Identifiers—Delaware, \*State School Finance Reform

The basic research design reported in this paper includes technical subsidies of the principal factors that affect a State's school finance program. Factors considered in this document in-

clude educational need and cost differentials among school districts, State and local taxation, the cost of delivering education, public school personnel, financing school construction, pupil transportation, school food service, and school district productivity. The basic rationale, research techniques, major findings, and conclusions are presented for each technical subsidy. In the critique following the summarization of each study, attention is given to the adequacy of the overall research design, data requirements, and contribution of findings and recommendations to the total study, as well as to the general field of research in public school finance. The paper also describes the development of the final report on school finance and evaluates the effectiveness of the study. (Author/DN)

**ED 084 700** EA 005 681

McGhehey, M. A.

**Analysis of a State School Finance Reform Legislative Proposal in Kansas.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Nov 73

Contract—OEC-0-73-2702

Note—64p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 680 and EA 005 682 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Driver Education, \*Educational Finance, \*Educational Legislation, Elementary Schools, \*Equalization Aid, Foundation Programs, School District Spending, School Support, School Taxes, Secondary Schools, Special Education, \*State Aid, \*State Legislation, Symposia, Vocational Education

Identifiers—Kansas, \*State School Finance Reform

This paper traces the development of school reform pressures in Kansas from the implementation of the foundation program in 1965 to the passage of substitute Senate Bill 92 during the 1973 legislative session. Bill 92 is designed to produce equalization of school district expenditures and tax levies by a formula based on the concept of funding the current budget of the 310 school districts in Kansas at the level of the median district in three categories of school districts based upon total K-12 enrollment of the district. The bill provides for approximately 50 percent State funding of K-12 current operating expenses and incorporates the power equalizing principle for those districts that wish to make expenditures greater or less than the median school district in its size class. The main features of SB-92 described in this paper include provisions for raising State and local school revenue; local tax relief; the principal State aid program; and separate State aid programs for driver education, vocational education, and special education. The document also considers the effect of the legislation on selected school districts and examines its legal implications. (Author/DN)

**ED 084 701** EA 005 682

Buchmiller, Archie A.

**Wisconsin's Elementary-Secondary School Finance Reform Legislation: Assembly Substitute Amendment 1 to 1973 Assembly Bill 300.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 73

Contract—OEC-0-73-2678

Note—37p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 681 and EA 005 683 through 689

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Driver Education, \*Educational Finance, Educational Legislation, Elementary Schools, \*Equal Education, \*Equalization Aid, Food Service, Libraries, Property Taxes, School District Spending, \*School Taxes, Secondary Schools, Special Education, \*State Aid, State Legislation, Symposia

Identifiers—\*State School Finance Reform, Tax Reform, Wisconsin

This paper traces the development of school finance reform pressures in Wisconsin from pressure in 1967 for property tax reform to 1973 legislative reform proposals. The 1973 proposal is

designed to provide further equalization of educational opportunity to all Wisconsin students and to guarantee adequate financial resources to provide these opportunities to students in all school districts in the State regardless of the district property tax base. The proposal would increase the State's financial sharing in local school district costs, provide for special needs grants emphasizing early childhood education, fulfill a constitutional mandate to establish reasonably uniform districts, and establish minimum educational standards. The main features of the finance reform proposal described in this paper include provisions for raising State and local school revenue; local tax relief; the effect of the proposal toward equalizing the revenue raising ability of school districts; the principal aid program; and separate State aid programs for pupil transportation, libraries, special education, languages, driver education, lunch programs, aid to low socioeconomic status children, hiring psychologists and social workers, education service agencies, and for social security contributions paid by the employer. The document also considers the effect of the proposed legislation on selected school districts and examines its legal implications. (Author/DN)

ED 084 702

EA 005 683

Davis, Robert G.

Analysis of State School Finance Reform Legislation Proposal in Oregon, and Supplement.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date 13 Apr 73

Contract—OEC-0-73-2703

Note—32p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 682 and EA 005 684 through 689; Supplement dated October 31, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Schools, Equalization Aid, Full State Funding, \*Property Taxes, School District Spending, School Support, School Taxes, Secondary Schools, \*State Aid, State Legislation, Symposia, Voting

Identifiers—Oregon, \*State School Finance Reform, Tax Reform

This paper describes the development of school finance reform in Oregon from 1968 through legislative enactments in 1973 and proposals for the voters in 1974. The first section describes the 1973 school finance reform proposal, rejected by voters, as it was originally submitted (whereby the State would have assumed 95 percent of the operating costs of the local schools in Oregon.) The proposal's provisions for raising State and local school revenue and tax relief, its effect on selected school districts, and its legal implications are examined. A supplementary paper describes the three phases of State school finance reform legislation approved in 1973. The first phase provides for adjustments in both personal and corporate taxes and in property tax relief. A proposed constitutional amendment to provide for structural changes in school district financing constitutes phase two. The third phase represents a legislative proposal that, if passed by the voters, will provide for changes in the personal and corporate tax rates to provide for 50 percent State support of public elementary and secondary education. This portion of the presentation also describes the impact of the proposed legislation on selected school districts and compares the new laws and proposals with previous reform attempts. (Author/DN)

ED 084 703

EA 005 684

Furse, Bernarr S.

An Analysis of Senate Bill 72: School Finance Program in Utah.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Sep 73

Contract—OEC-0-73-2734

Note—62p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 683 and EA 005 685 through 689.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Schools, \*Equalization

Aid, Property Taxes, School District Spending, School Support, \*School Taxes, Secondary Schools, \*State Aid, Symposia

Identifiers—\*State School Finance Reform, Tax Reform, Utah

This paper provides background information relating to a school finance reform movement in Utah and describes the passage of a 1973 bill that provides a power equalizing system to redistribute excess revenue from local taxes in combination with State uniform school funds for a guaranteed program to all districts. The law should bring the level of expenditure in the less affluent districts up to the level of the more affluent districts, provide for additional increases in all districts, provide extra support in those districts that have higher cost per student than the average, and relieve all students up through high school of any requirement to pay special fees or charges for their education. The paper describes the law's provisions for raising local school revenues for current operations and for capital outlay and debt service, for local property tax administration, and for property tax relief. The principal State aid program is described in detail along with the program's effect on selected districts. The document concludes with a discussion of the new law's legal implications. (Author/DN)

ED 084 704

EA 005 685

Cooper, Paul D.

Full State Funding of School Construction in Maryland: An Appraisal After Two Years.

Maryland State General Assembly, Annapolis. Dept. of Fiscal Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Oct 73

Note—101p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 684 and EA 005 686 through 689.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Finance, Educational Status Comparison, Elementary Schools, Equalization Aid, Facility Requirements, \*Full State Funding, Guidelines, Interagency Planning, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, \*School Construction, Secondary Schools, State Laws, Symposia

Identifiers—Maryland, \*State School Finance Reform

The law establishing Maryland's program of full State funding of public school construction costs became effective as of July 1, 1971. This report describes the beginnings of the program, traces its development, and attempts to appraise its effectiveness. In preparing the report, the author reviewed minutes of the various agencies and committees involved with the program; examined available published materials; elicited information and opinion with respect to the operation of the program from local school and government officials, architects, and contractors; and interviewed members of the Board of Public Works, the Interagency Committee, and other State officials. The material is organized according to (1) educational data on the characteristics of the State and the 24 school districts; (2) the State's philosophy and methods of financing public education up to 1971; (3) statements about the events preceding adoption of legislation and the text of the law as adopted; (4) the development of a structure to administer the law; (5) the present operation of the program; and (6) program evaluation. (Author/MLF)

ED 084 705

EA 005 686

Chick, Charles E. And Others

School Construction Programming in Florida, K-12.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Jun 73

Contract—OEC-0-73-1441

Note—96p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 685 and EA 005 687 through 689.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Capital Outlay (for Fixed Assets), Computer Programs, Construction Needs,

\*Construction Programs, \*Educational Finance, Elementary Schools, \*Facility Inventory, \*Facility Requirements, Junior High Schools, Middle Schools, Models, Organization, \*School Construction, School Surveys, Secondary Schools, Space Utilization, State School District Relationship, Symposia

Identifiers—Florida, \*State School Finance Reform

To identify the need for construction and to estimate the cost of meeting existing and future capital outlay needs of Florida's 67 school districts, this paper attempts to provide a broad overview of the Florida system. More specifically, the paper describes how the State system of public schools is organized, the history of capital outlay survey techniques, a system of inventory known as Florida Inventory of School Houses (FISH), and capital outlay sources and funding techniques for grades K-12. Narrative descriptions and statistical data pertaining to school construction programming are contained in the main body of the paper which describes programming and an appendix which contains tables and statistics, most of which illustrate school construction programming in the State of Florida. (Pages 22, 30, 31, 50, 66, and 87-93 may reproduce poorly.) (Author/MLF)

ED 084 706

EA 005 687

Shoemaker, Byrl R.

Regional Programming for Differential Needs: Vocational Education in Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]

Contract—OEC-0-73-2732

Note—67p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 686 and EA 005 688 through 689.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, \*Educational Finance, \*Educational Needs, Educational Planning, Elementary Schools, Human Resources, \*Individual Differences, Regional Planning, \*Regional Programs, School Districts, Secondary Schools, State Boards of Education, State School District Relationship, Symposia, \*Vocational Education

Identifiers—Ohio, \*State School Finance Reform

People represent the real hidden resource of the nation. In spite of mechanization and technological developments, 'the person' still represents the major facet of productivity, and 'people' comprise the very purpose of education. In Ohio, an attempt has been made to develop a career continuum as a thrust in education to lead youth to a point of career choice; provide at the high school level a means of preparation for work or further education; and provide a continuing education program throughout adult life for either technical education, collegiate education, upgrading existing work, or retraining for new occupations. The vocational program is a broad program in which any boy or girl who wants to enroll can find a place. During the 1972-73 Ohio school year, 123,000 youth were enrolled in the career motivation, orientation, and exploration programs in Grades K-10. (WM)

ED 084 707

EA 005 688

Stefonek, Thomas J.

Regional Programming for Differential Needs: Disadvantaged and Special Educational Programs in Wisconsin's Cooperative Education Service Agencies.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date Aug 73

Contract—OEC-0-73-2733

Note—117p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 687 and EA 005 689.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies, Educationally Disadvantaged, Educational Needs, \*Education Service Centers, Elementary Schools, Governance, Handicapped Students, Individual Differences, \*Intermediate Administrative Units, \*Organization, Regional Cooperation, \*Regional Programs, Secondary Schools, \*Special Education, State School District Relationship, Symposia



Identifiers—CESA, Cooperative Educational Service Agency, \*State School Finance Reform, Wisconsin

New fiscal and administrative patterns are being considered or implemented in many States to provide quality education, accessible to all, at costs the public can accept and support. This paper is concerned with the structure of delivery systems whereby services are provided to pupils. Specifically it deals with the re-emergence of the intermediate educational unit as a viable alternative system for the provision of cooperative services to local school districts. Wisconsin's cooperative educational service agencies (CESAs) are described structurally and functionally from a general perspective. In addition, the cooperative services provided for educationally disadvantaged and handicapped children are examined in greater detail. Case studies of ESEA Title I and special education cooperative programs in two CESAs are also included as examples of the potential of the regional agencies regarding the provision of differential services to children with special educational needs. (Author/WM)

ED 084 708 EA 005 689  
Soucy, Leo A.

**Regional Programming for Differential Needs: Programs in Vocational Education and for Handicapped Pupils in New York State.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.

Pub Date [73]  
Contract—OEC-0-73-2843  
Note—36p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 688

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Organization, \*Educational Finance, Elementary Schools, \*Handicapped Students, \*Intermediate Administrative Units, Program Descriptions, Regional Cooperation, Regional Programs, School Organization, Secondary Schools, State School District Relationship, Symposia, \*Vocational Education

Identifiers—New York, \*State School Finance Reform

This paper describes the historical background of New York State's system of education and then considers developments leading to the present system. The present system involves three levels of educational governance within a 2-level governance system. Activities at each of the three levels—local, intermediate, and State—are described in detail, and expectations for the future roles of each of these levels is considered. The document centers its discussion on the expanding role of the intermediate Regional Boards of Cooperative Educational Services in the State. It describes the financing of such services and the financing of vocational education and handicapped children programs at the regional level. (Author/DN)

ED 084 709 EA 005 695

Yaw, E. Eugene

**Stopping for School Buses. Traffic Laws Commentary Series.**

National Committee on Uniform Traffic Laws and Ordinances, Washington, D.C.; National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-723

Pub Date Aug 72

Note—62p.; Traffic Laws Commentary, v1 n5 Aug. 1972

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5003-00091, \$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Analysis, Definitions, Equipment Standards, Identification, \*School Buses, \*State Laws, \*Traffic Regulations, Traffic Safety

Identifiers—\*Uniform Vehicle Code

The degree of uniformity among State laws requiring drivers to stop for school buses receiving or discharging children is not such that drivers could reasonably be expected to know these laws. Because of the wide variation of State laws and the inherent vulnerability of school children and of any vehicle stopping on a highway,

there can be no justification for the position that everyone is presumed to know the law and that nonuniformity is therefore not significant. School bus regulation must obtain a degree of conformity in basic requirements so that all drivers know what obligations they have when meeting or overtaking a school bus. Uniform regulations would promote the safety of passengers in the bus, pedestrians near the bus, and of drivers approaching school buses in all States. Thus, the author advocates that each State should amend its laws to conform with the school bus stopping provisions in the latest edition of the Uniform Vehicle Code. (Author/MLF)

ED 084 710 88 EA 005 698

Kleisath, Stephen W.

**Instruction Materials Center Project. ESEA Title III. Final Evaluation Report.**

Southwest Minnesota State Coll., Marshall. Southwest and West Central Educational Research and Development Council.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 73

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cooperative Programs, Educational Objectives, \*Educational Resources, \*Elementary Schools, Evaluation Techniques, Instructional Materials, \*Instructional Materials Centers, \*Learning Disabilities, \*Program Evaluation, Resource Centers, Secondary Schools

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided in both affective and cognitive domains. The project has been successful despite the fact that some of the exploratory objectives in the process domain have not been met. It has greatly aided the children involved, and given teachers a broader perspective on materials available and their usage. Such a process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials, or in a very large school district. (Pages 85-101 may reproduce poorly.) (Author)

ED 084 711 88 EA 005 701

Walder, Leopold O.

**The Training Center for Open-Space Schools at the Carver Elementary School, October 30-December 12, 1972. ESEA Title III Project, Cycle V. Final Evaluation Report.**

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Aug 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Programs, Elementary Schools, Evaluation Techniques, \*Open Plan Schools, \*Program Evaluation, Teacher Aides, \*Teacher Education, \*Teaching Skills

Identifiers—\*Carver Elementary School, Elementary Secondary Education Act Title III, ESEA Title III

Review of documents, formal and informal interviews, questionnaires, and observations of participants interacting with space, furniture, equipment, and materials were the main methods used to assess the correspondence between the objectives of this training cycle and its accomplishments. The participants included primarily teacher trainees and the training staff, administrators, pupils, and visitors. The cycle was conducted during the regular school year, during which time the teachers were trained in the skills necessary to the open plan classroom and the participants moved into the open space facility. Systematic followup consultation was provided in an ongoing training series. All the evidence points to the training objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided. (Author/MLF)

ED 084 712 EA 005 702

**The School Without Walls. Final Evaluation Report.**

Service Corp. of America, Baltimore, Md.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 20 Aug 73

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Resources, Course Descriptions, Curriculum Enrichment, \*Enrichment Activities, \*Experimental Programs, Objectives, \*Open Education, \*Program Evaluation, School Community Relationship, Student Teacher Relationship

Identifiers—\*Experimental Learning

The School Without Walls Program represents an attempt by school officials and community participants to expand the richness of the high school learning environment by utilizing the many educational resources in Washington, D.C. found outside the formal classroom setting. It represents an attempt to increase the challenge and interest level of students in the educational process by creating a more realistic educational environment. It was designed to facilitate the educational process by making learning more concrete, increasing the positive attitudes which are highly correlated with learning, and providing more emphasis on individualized educational diagnosis and prescription in the learning process. The evaluation, which brings together under one cover all aspects of the School Without Walls, is based primarily on the stated objectives of the Program and attempts to determine the extent to which the objectives of the Program have been reached. This aim refers to both processes (things done to implement and operate the program) and product objectives (actual behavioral outcomes of students, teachers, etc.). The report describes the objectives of the Program and the Program contents designed to reach these objectives, and presents and discusses data needed to assess each objective. Recommendations based on the data used in this report are presented as part of the evaluation. (Author/EA)

ED 084 713 EA 005 703

**Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 1.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 16 Apr 73

Note—403p.; Related documents are EA 005 704 through 707

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, \*Compensatory Education, Educational Research, Elementary Education, \*Federal Aid, \*Federal Legislation, National Surveys, Remedial Arithmetic, Remedial Reading Programs, \*Revenue Sharing, Secondary Education

This legislative document contains texts of a bill to amend certain Titles of the Elementary and Secondary Education Act of 1965 and an Administration sponsored bill to consolidate certain categorical aid programs into revenue sharing. Also included is a transcript of the hearing in which the administration representatives presented their bill. The balance of the pamphlet consists of a summary and review of the evidence on the effectiveness of compensatory education. (Pages 220-226 and 388-390 may reproduce poorly.) (JF)

ED 084 714 EA 005 704

**Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 2.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 28 Jun 73

Note—255p.; Related documents are EA 005 703 and EA 005 705 through 707

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Adult Education Programs, Educationally Disadvantaged, Educational Research, Elementary Education, \*Federal Aid, \*Federal Legislation, \*Gifted, Secondary Education, \*Talented Students

This legislative document contains texts of Senate bills to provide federal assistance for gifted and talented child education programs, and a Senate bill to amend and improve the Adult Education Act. Transcripts of the hearings on these bills contain statements, letters, and other documents provided by interested witnesses from across the country. (Pages 474-75 may reproduce poorly.) (JF)

**ED 084 715** **EA 005 705**  
Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 3.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Jul 73  
Note—367p.; Related documents are EA 005 703 & 704 and EA 005 706 & 707

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Community Education, \*Community Schools, Educational Research, Elementary Schools, \*Federal Aid, \*Federal Legislation, \*Public School Adult Education, Secondary Schools

This report contains the text of, and hearings on, a Senate bill to promote development and expansion of community schools throughout the United States. The bill offers a 3-way program for promoting community schools. It provides grant, or seed money to pay for administrative or other expenses to establish community schools and help to develop or expand education centers for college or university training of community school directors. It also directs the U.S. Commissioner of Education to develop an effective advocacy mechanism to encourage the development of the goals sought in the bill. Also included in the report are descriptions of numerous community education programs from around the nation. (Photographs and pages 850-852 and 947-952 may reproduce poorly.) (Author/JF)

**ED 084 716** **EA 005 706**  
Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 4.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 73  
Note—623p.; Related documents are EA 005 703 through 705 and EA 005 707

**EDRS Price MF-\$0.65 HC-\$23.03**

Descriptors—Disadvantaged Youth, Elementary Education, \*Federal Aid, \*Federal Legislation, \*Instructional Materials Centers, Instructional Media, \*Library Materials, National Surveys, \*Resource Centers, Secondary Education

Identifiers—\*Elementary Secondary Education Act Title II, ESEA Title II

This section of the hearings on federal education programs contains the text of a bill to extend and amend the Elementary and Secondary Education Act of 1965 (ESEA). It also includes statements by government officials, various educational experts, and concerned citizens on the federal categorical aid programs already in existence. Extensive coverage is given Title II of the ESEA. Included is an evaluative survey report on ESEA Title II for the years 1966-1968. (Pages 1,037-43, 1,123-27, 1,451-53, 1,591-99, and 1,608 may reproduce poorly.) (JF)

**ED 084 717** **EA 005 707**  
Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 5.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Sep 73  
Note—346p.; Related documents are EA 005 703 through 706

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Elementary Schools, \*Federal Aid, \*Federal Legislation, \*Federal Programs, \*Federal State Relationship, Middle Schools, \*Revenue Sharing, Secondary Schools  
Identifiers—\*Elementary Secondary Education Act

This report contains statements and letters by government officials, educators, and concerned citizens on the Administration's bill to consolidate certain categorical aid programs into a revenue sharing program. Other articles and publications discuss the effects and successes of various Titles of the Elementary and Secondary Act of 1965. (Pages 1, 707-11, 810-17, and photographs may reproduce poorly.) (JF)

**ED 084 718** **88** **EA 005 709**  
School Management and Evaluation System. Project Termination Report (PTR). Cincinnati Board of Education, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—45-70-010-3

Pub Date 4 May 73

Note—116p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Administrative Personnel, Computer Oriented Programs, \*Decision Making, Elementary Schools, Federal Programs, \*Information Systems, Information Utilization, \*Principals, \*Program Evaluation, Secondary Schools

Identifiers—Assistant Principals, Elementary Secondary Education Act Title III, ESEA Title III, \*School Information Systems, SIS

Financed with ESEA Title III funds since 1970, the School Information System (SIS) was designed essentially to furnish school administrators with data and information with which to make better decisions. The basic means were to (1) build and improve a data bank, (2) prepare and disseminate computerized reports to the decisionmakers—especially school principals, and (3) train them to understand and ultimately to use the reports in their management of schools. By the end of the third year, 96 principals of the 98 total, in response to a survey, reported they understood SIS reports "rather well" or "very well," while a consistent majority said they used the reports at least monthly for at least six different functions. In addition, the reports turned out to have considerable appeal to community, parent groups, central office personnel—as well as for the principals and assistant principals. Perhaps most indicative, a major part of project costs were picked up by local funds after the Title III grant expired in April of 1973. (Pages 33-42, and 1-3 of Appendix C may reproduce poorly.) (Author)

**ED 084 719** **EA 005 716**  
Lopez, Lois V.  
Education Directory: Education Associations 1973.

Office of Public Affairs (DHEW/OE), Washington, D.C.

Report No—OE-73-01040

Pub Date 73

Note—118p.; A related document is ED 066 835 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01149, \$1.25)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Colleges, \*Directories, \*Education, \*Honor Societies, Institutions, International Organizations, \*Organizations (Groups), Professional Associations, Religious Education  
Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (Author/EA)

## EC

**ED 084 720** **EC 060 412**  
Anderson, Joann  
Activities for Improving Language and Communication Skills in Young Mentally Retarded Children.

Pub Date [73]

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Childhood, \*Class Activities, Early Childhood, \*Exceptional Child Education, Expressive Language, \*Instructional Materials, Language Development, \*Language Instruction, \*Mentally Handicapped, Receptive Language, Speech Skills, Teaching Guides

Presented are 29 activities for teachers to use in helping young mentally retarded children increase language skills, and included is a language assessment chart. The goal for language development is given to be increase in effectiveness and accuracy in handling both receptive and expressive language. Activities are presented by name or purpose, materials needed, procedure, and in some cases variations. Given are activities for identifying sounds, following directions, playing an animal game, playing a noise game, matching objects or pictures, imitating action, recognizing similarities and differences, and responding to soft and loud sounds. Also offered are activities such as responding to whispered instructions, answering questions posed through the medium of a tape recorder, developing extended conversations, and playing guessing games. Other activities included emphasize categorization, experience with tactile blocks, spatial concepts, breath control, picture recall, dramatic play, a puppet show, and telephone use with real telephones (if possible). Directions accompany the language assessment chart which is designed to be a quickly administered individual evaluation for weekly assessment of 32 skills such as referral to self with pronouns and ability to increase volume of speaking voice. (MC)

**ED 084 721** **EC 060 413**  
Program Standards for Special Education and Legal Dismissal from School Attendance (Effective June 30, 1973).

Ohio State Dept. of Education, Columbus.

Pub Date 73

Note—68p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Boards of Education, Educational Facilities, \*Exceptional Child Education, Expulsion, \*Guidelines, \*Handicapped Children, Home Instruction, Individualized Instruction, Legislation, Psychological Services, School Attendance Laws, \*State Standards, Teacher Qualifications

Identifiers—\*Ohio

Presented by handicapping condition are program standards in Ohio for public special education of exceptional children, 6 to 18 years of age, and for legal dismissal from school attendance. The state board of education is said to be authorized by the state legislature to prescribe and adopt standards, grant permission to local school districts to operate programs, and to provide services for handicapped students. Program standards are given for the following handicaps: aural handicaps, physical handicaps, visual handicaps, multiple handicaps, learning and behavioral disabilities, emotional disturbance, and mental handicaps (educable only). Also, standards are given for speech, language, and hearing services; school psychological services; transportation; individual instructional services; individual supplemental services; and legal dismissal from school attendance. Typically specified in relation to handicapping condition are general guidelines for the special education unit; eligibility; assessment and placement; aspects of the comprehensive program (including services); class size and age range; housing, facilities, equipment, and materials; the educational program; supervision and other support staff, and qualifications for teachers, aides, therapists, and volunteers. Specified for severely handicapped students are standards for individual instructional services such as home or telephone instruction and supplemental tutoring. It is explained that legal dismissal from school concerns school age children with IQ levels under 50 and is based upon evidence of psychological evaluation, trial placement in programs, and conferences with parents. (MC)

**ED 084 722** **EC 060 414**  
Suppes, P. And Others  
Evaluation of Computer-Assisted Instruction in Elementary Mathematics for Hearing-Impaired Students.  
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.  
Report No—TR-200

Pub Date 17 May 73

Note—46p.; Psychology and Education Series  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, \*Computer Assisted Instruction, \*Curriculum Evaluation, Elementary School Students, \*Exceptional Child Research, Individualized Instruction, \*Mathematics, Sequential Learning, Testing

A sample of approximately 385 hearing-impaired elementary and secondary school students whose mathematical achievement ranged from second to sixth grades were examined to determine the effectiveness of a computer assisted elementary mathematics program on the acquisition of computational skills. The students selected were from a population of over 2000 students in 15 schools for the deaf in four states and the District of Columbia. The curriculum provided for individualized instruction, acceleration in areas of proficiency, drill in areas of deficiency, and daily reports in profile form on student progress. The curriculum was composed of the following 14 sequential mathematical strands: number concepts, horizontal addition, horizontal subtraction, vertical addition, vertical subtraction, equations, measurement, horizontal multiplication, laws of arithmetic, vertical multiplication, division, fractions, decimals, and negative numbers. Five groups of 77 students each were assigned 10, 30, 70, 100, and 130 sessions on the computer. Major results of pretest and posttest data indicated that the computer assisted curriculum enabled hearing-impaired students to achieve gains expected of normally hearing students, that greater numbers of sessions on the computer were beneficial for all students, and that the gains could be achieved in short sessions of 6 to 10 minutes per day. (MC)

ED 084 723

EC 060 415

Weyer, Stephen A.

Fingerspelling by Computer.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-212

Pub Date 17 Aug 73

Note—25p.; Psychology and Education Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Aurally Handicapped, \*Computer Assisted Instruction, Computers, \*Exceptional Child Research, \*Fingerspelling, \*Manual Communication, Task Analysis

Computer graphics representing the alphabet used by deaf persons for manual communication were used in the FINGEX experiment, which measured Ss' ability to read fingerspelled sentences at different rates of speed, and in the CONFUS experiment, which measured similarities between fingerspelled characters by assessing confusion caused by rapid character presentation. In the FINGEX experiment, six hearing Ss who knew the manual alphabet completed 21 sessions in which they chose the best of four words to complete 40 sentences fingerspelled on the display. Results indicated that the Ss performed better at the 1.3 character per second (cps) rate than at the 1 cps rate, that performance at the 2 cps rate was almost as good as performance at slower rates, and that large gains over the training period at the 4 cps rate might have reflected delays between sessions and differences in Ss' fingerspelling ability. In the CONFUS experiment, 3 deaf and 12 hearing Ss completed 31 sessions, each lasting approximately 10 minutes, in which each fingerspelled character was randomly presented five times for 50 milliseconds. Disappearance of each character was accompanied by noise. The time between the noise pattern and the Ss' typing of the character corresponding to the character on the display was measured. Results indicated that object confusions within character clusters were high (such as in the cluster composed of S, N, T, and A, which differ in thumb position only), and that confusions between clusters were low. Overall results implied that the computer-generated alphabet was a useful tool for teaching fingerspelling and for obtaining empirical measures of character similarity. (MC)

ED 084 724

EC 060 499

Novakovich, Harriet Zoslow, Sylvia

Target on Language.

Christ Church Child Center, Bethesda, Md.

Pub Date 73

Note—390p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Auditory Perception, Aurally Handicapped, Class Activities, Cognitive Development, Communication Skills, Curriculum Guides, Disadvantaged Youth, Early Childhood, \*Exceptional Child Education, \*Instructional Materials, \*Language Development, \*Learning Disabilities, Memory, Mentally Handicapped, \*Teaching Guides, Visual Perception

Presented for teachers, clinicians, and parents is a manual describing approximately 700 activities to be used for language and cognitive development of culturally-deprived, mentally-retarded, hearing-impaired, and learning-disabled preschool or primary grade children. The communication processes in the manual are said to have been derived from the clinical model of the Illinois Test of Psycholinguistic Abilities. The format of the manual, which is divided into a section on curriculum and a section on language; the paginal cross-reference system; and the presentation of activities according to a hierarchy of increasing difficulty are explained. Suggestions are made regarding teaching style, activity management, and behavioral management through environmental structure. Directions, materials, and resources for activities that develop visual and auditory reception and association, manual and verbal expression, visual and grammatic closure, visual and auditory memory, auditory closure, and sound blending are given for the following curriculum areas: color, food, animals, toys, clothes, seasons, shapes, sizes and basic measurement, family, houses and homes, community helpers, senses, transportation, body parts, and opposites and analogies. Each section on an area of language to be strengthened, such as manual expression, is preceded by an introduction which defines the area, suggests a sampling procedure such as asking the child to show use of a comb to assess capabilities in the area, lists skills required for proficiency, and to illustrate approaches to arrangement of pictures or objects that are appropriate for activities. (MC)

ED 084 725

EC 060 500

Mitchell, D. R., Ed.

The Prevention and Treatment of Delinquent/Anti-Social Behaviour in Children and Adolescence.

Waikato Univ., Hamilton (New Zealand).

Pub Date 73

Note—96p.; A collection of papers presented at a symposium held at the University of Waikato (July, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Behavior Change, \*Delinquents, Emotionally Disturbed, Etiology, \*Exceptional Child Education, Foreign Countries, \*Prevention, Social Adjustment, \*Socially Deviant Behavior, Therapy

Identifiers—\*New Zealand

Presented are nine papers given at a New Zealand symposium on the prevention and treatment of delinquent/antisocial behavior in children and adolescents. Major theories such as the cultural deviance theory are noted in the introduction by D.R. Mitchell. J. E. Ritchie defines delinquency as law breaking, critiques delinquency research, and offers a paradigm of social forces for analysis. Considered by B. C. Atwood is whether punitive measures and isolation can be reconciled with effective therapy for institutionalized delinquents. Sociological perspectives of delinquency are examined by D. Chapple. Among recommendations for the prevention of delinquency by I.J. McKissack is prevention of opportunities for crime and refinement of methods for dealing with disturbed offenders. Procedures of the New Zealand courts in dealing with juvenile delinquents are reviewed by A. C. Rounthwaite. R. A. Austin gives a critical look at the rationale and efficacy of the legislative and punitive approach to delinquency. B. S. Parsonson reviews applications of behavior modification to delinquent behaviors. The previous seven papers are assessed by J. F. Thompson who notes the common assumption of delinquency as a social problem. I. J. McKissack responds to Thompson's comments and defends his concept of social maturity. (DB)

ED 084 726

EC 060 501

A Handbook for Parents.

Oceanside Unified School District, Calif.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Exceptional Child Education, \*Gifted, \*Guidelines, \*Parent Role, \*Special Classes

The handbook for parents of children in the mentally gifted minor program of Oceanside, California, explains the district plan, selection of students, classroom activities, and the parent role. Also noted are program purposes, program organization, instructional materials, special interests of pupils, special activities parents can provide, organizations concerned with the gifted, and a bibliography. (DB)

ED 084 727

EC 060 502

Culturally Disadvantaged Underachieving Mentally Gifted Minors: A Report to the California Legislature.

California State Dept. of Education, Sacramento.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Culturally Disadvantaged, \*Exceptional Child Education, \*Gifted, Prediction, State Surveys, \*Underachievers

Identifiers—\*California

The report to the state legislature examines the status of culturally disadvantaged mentally gifted minors in California. The report is preceded by sections of the education code which outline report requirements and criteria for identification of the culturally disadvantaged, underachieving mentally gifted. The report provides data on the following: number of pupils identified during the 1969-70 school year as culturally disadvantaged, underachieving mentally gifted minors (408 pupils); the school districts that maintained special or regular day classes for culturally disadvantaged, underachieving mentally gifted children (37 school districts), and projections of the number of culturally disadvantaged, underachieving mentally gifted minors expected to be identified (4,540 pupils) and enrolled in special class and regular class (3,951 pupils) located in 135 school districts during the 1970-71 school year. (DB)

ED 084 728

EC 060 503

Hammer, Edwin K.

Families of Deaf-Blind Children: Case Studies of Stress.

Callier Hearing and Speech Center, Dallas, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Grant—OEG-0-9-536003-4093

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Deaf Blind, \*Exceptional Child Education, Multiply Handicapped, \*Parent Counseling, \*Psychological Needs, \*Stress Variables

Parents of deaf-blind children frequently have common needs and experience definite critical times of stress as their child matures. Parents need emotional understanding and support, information and facts, a greater degree of active participation in habilitation planning, a self image of themselves as competent and participating community members, an understanding of their role in the habilitation process, and an understanding of present and future expectations for the handicapped child. The following critical times are likely to increase parental stress: at birth or upon suspicion of handicaps, at time of diagnosis and treatment, as child nears age for school placement, as child nears puberty, as child nears age for vocational planning, and as parents age and child may outlive them. (DB)

ED 084 729

EC 060 504

Stillman, Robert D.

Measuring Progress in Deaf-Blind Children: Use of the "Azusa Scale".

Callier Hearing and Speech Center, Dallas, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Grant—OEG-0-9-536003-4093

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, \*Behavior Rating Scales, \*Deaf Blind, Diagnostic Teaching, \*Exceptional Child Research, Language Development, Motor Development, Multiply Handicapped, Perceptual Development, Program Evaluation, Socialization

Identifiers—\*Azusa Scale, Daily Living Skills



Evaluated was the use of the Azusa developmental scale with 16 deaf blind children in a completed study and 124 deaf blind children in an ongoing study to determine the scale's usefulness for objective evaluation of behavior change, instructional planning, and program evaluation. The children in the first study were rated on the performance objectives before and after 7 months of program participation. Scores were compared with normal developmental norms for nonhandicapped children. The scale evaluated the following areas: socialization, daily living skills, motor development, perceptual abilities, and language development. Greatest mean progress tended to occur in perceptual abilities (15 months) and socialization (14 months) while least progress was made in language development (9 months). Eating and toileting skills showed the greatest progress among areas of daily living skills. In the motor development section greater progress was found for fine motor control than for gross motor skills which were at a higher level at both pretesting and posttesting. The children in the program progressed at a rate greater than would be expected from normally developing children suggesting that the handicapped children are "catching up" to their normally developing peers. Results of the second study should provide more complete data on subgroups of deaf blind children. The Azusa scale was found to be appropriate for measuring developmental progress, improving instruction, and evaluating programs for deaf blind children. (DB)

**ED 084 730** EC 060 505

Hammer, Edwin K.

**What Is Effective Programming for Deaf-Blind Children.**

Callier Hearing and Speech Center, Dallas, Tex. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 28 Sep 73

Grant—OEG-0-9-536003-4093

Note—15p.; A paper presented at the Fall Workshop for Teachers of Deaf-Blind Children (Chicago, Illinois, Sept. 28, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Deaf Blind, \*Exceptional Child Education, Multiply Handicapped, \*Program Design, \*Program Effectiveness, Program Evaluation, \*Teacher Role

Increased educational programs for deaf blind children and growing concern about program standards require that the programs be effective. An effective program should produce a positive behavior change in a child as a result of teacher awareness of what is expected of both the teacher and the child. Additionally, the teacher should understand the concept of the program, the relationship of the program to teaching, and the construct of the program. Also, the teacher should be able to both prepare activities for maximal use of available resources and systematically measure the activities for subsequent review or presentation to others. (MC)

**ED 084 731** EC 060 506

Torrie, Carolyn

**Affective Reactions in Some Parents of Deaf-Blind Children.**

Callier Hearing and Speech Center, Dallas, Tex. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 16 Nov 72

Grant—OEG-0-9-536003-4093

Note—13p.; A Paper presented at the Southwest Regional Meeting of the American Orthopsychiatric Association (Galveston, Texas, November 16, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adjustment Problems, Affective Behavior, Behavior Patterns, \*Case Studies, \*Deaf Blind, Emotional Problems, \*Exceptional Child Services, Multiply Handicapped, \*Parent Attitudes, Personal Adjustment, Psychological Needs

Emotional problems and behavioral patterns of parents who have deaf blind children are described clinically and in short case studies. Deaf blind young children are said to be isolated from their families due to lack of sensory cues; to display behaviors such as back arching and fear of walking; and to experience frequent health crises such as heart involvement. Stress in parents is described in relation to the mother's feelings (such as prenatal expectation of a perfect child) and the narcissistic insult she suffers when the

child is defective. Discussed is the normal mourning period both parents experience which involves three sequential elements: numbness, disbelief, and withdrawal from the outside world; disappointment and feeling of loss with accompanying affective and physical symptoms; and intense re-experiencing of memories and expectations. It is maintained that mourning must be understood by both the helping professional and the mourner to allow defense mechanisms to organize and that only as the parents learn to cope with their feelings can they help the handicapped child. Five case studies are presented that show different affective reactions of parents. Given in one example is the case of 17-year-old Dave whose parents cannot surmount disappointment, pain, and anger and thus are unaware of Dave's needs to socialize even though Dave uses oral expressive language and braille and is on his way to college. Concern is expressed for disadvantaged families, and agencies are urged to assume responsibility for any child or family that seeks help. (MC)

**ED 084 732** EC 060 507

Bernstein, Phyllis F. Roeder, Ross J.

**Audiological Assessment of Deaf-Blind Children.**

Callier Hearing and Speech Center, Dallas, Tex. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Nov 72

Grant—OEG-0-9-536003-4093 (609)

Note—15p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (San Francisco, Calif., November 18 through 21, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Auditory Tests, \*Deaf Blind, Etiology, \*Exceptional Child Research, Multiply Handicapped, Performance Tests, Stimulus Behavior, \*Testing Problems, \*Test Interpretation

The audiological assessment of 50 deaf blind children, 6 months to 14 years of age, in an outpatient setting is described, as are testing procedures and results. Etiological factors are given which include maternal rubella (accounting for 27 children), meningitis, prematurity, neonatal anoxia, and Rh incompatibility. Discussed are the following testing procedures: pure tone audiometry (which is not appropriate for children with minimal or no hearing and vision); play audiometry, such as dropping a block in a bucket, a procedure said to be useful for children above 2 years of age but to have limitations in an outpatient setting because extensive training sessions are required; conditioned orientation response audiometry, which was effective for 25 children who perceived the light stimulus; impedance audiometry, involving use of an electroacoustic bridge for obtaining data from both ears (22 of 24 children tested showed middle ear involvement); and behavior observation audiometry, for detection of overt responses such as startle reflexes or cessation of an activity in very young or otherwise unstable children. Some of the results indicated that 22% of the children had hearing sensitivity within the range of normal limits, but had problems other than blindness that precluded language and speech development; that two children were untestable; and that of 37 children with significant hearing loss, 62% were in the severe to profound range (10 were rubella children). (MC)

**ED 084 733** EC 060 508

Yu, Muriel

**The Causes for Stresses to Families with Deaf-Blind Children.**

Callier Hearing and Speech Center, Dallas, Tex. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 16 Nov 72

Grant—OEG-0-9-536003-4093

Note—15p.; A paper presented at the Southwest Regional Meeting of the American Orthopsychiatric Association (Galveston, Texas, November 16, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Affective Behavior, Behavior Patterns, \*Deaf Blind, Economics, Emotional Problems, \*Exceptional Child Services, Medical Treatment, Multiply Handicapped, Parent Child Relationship, \*Parents, Professional Occupations, \*Rubella, \*Stress Variables

Described in 13 case studies of deaf blind (as a result of rubella) children are medical, economi-

cal, emotional, and professional factors that add to stresses of parents. Medical factors are examined in relation to frequent hospitalization of the rubella children before 18 months of age. One of the case studies shows how young adult parents were so traumatized by their infant's hospitalizations (69 days) that they were unable to use medical or educational assistance for 7 years. Economic factors are said to involve expenses for many specialists: cited is the case of a 4-year old child whose parents worked to meet surgery expenses and were denied public assistance because their combined income was above the poverty line. Emotional factors are described to include initial shock of parents on learning their child is defective and subsequent behavior, such as withdrawal and resentment, which complicates the child's need for a close relationship. A further stress is attributed to the lack of affectionate behavior, typical of deaf blind children. Illustrative of additional stresses on parents is the screaming, flopping, or seizure-like behavior of a 2-year-old who later, at 4 years of age, showed some affection for her grandfather but none for her mother. Professional factors are described in a case study showing the dilemma of parents who attempt to follow conflicting professional advice. Professionals are advised to be sensitive to perceptual differences and to work out a plan of action toward mutual goals to help families with handicapped children. (MC)

**ED 084 734** EC 060 509

Carmen, Gary O., Ed.

**Utilization of Teacher Aides in Public School Programs for Emotionally Handicapped Children.**

New York State Education Dept., Albany, Div. for Handicapped Children; New York State Education Dept., Albany, Div. of Teacher Education and Certification.

Pub Date Feb 71

Note—55p.; Proceedings of the Special Study Institute (February 17-19, 1971, Syracuse, New York)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Conference Reports, \*Emotionally Disturbed, Evaluation, \*Exceptional Child Education, Inservice Teacher Education, Non-professional Personnel, Qualifications, Recruitment, \*Staff Role, \*Teacher Aides, Teacher Certification, Training Techniques

Summarized are proceedings of a 3-day special institute in Syracuse, New York, for teachers and paraprofessionals to examine the role of the teacher aide in public school programs for emotionally disturbed children. Noted in two greetings are types of aides such as audiovisual aides or lunchroom aides in New York public schools, amendments to education laws that focus on teacher aide certification, and the functions of the interstate certification project. In the keynote address, Dr. Joseph Halliwell discusses widespread confusion over the role of aides and outlines a procedure for the training and effective utilization of aides. Considered in a presentation on teacher aides in public schools are recruitment and selection, role definition, training, and evaluation. Teacher aides and the medical model are the subjects of the following paper. Reported upon is a workshop for participants to discuss the role of aides with emotionally disturbed children and to discover individual talents for better aide utilization. Focused upon in a panel discussion are such topics as goal setting for emotionally disturbed children and the career ladder for aides. Additional paper is included in which is maintained that putting aides on the career ladder compromises teaching as a profession. In a conference evaluation it is reported that participants were generally enthusiastic despite an unsatisfied expectancy for learning how to handle emotionally disturbed children. (MC)

**ED 084 735** EC 060 529

**Kansas Citizens Plan Comprehensive Mental Retardation Services. Summary and Recommendations.**

Kansas State Dept. of Social Welfare, Topeka. Div. of Institutional Management.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Aug 66

Note—83p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Needs, \*Exceptional Child Education, Mentally Handicapped, \*Mental Retardation, \*Program Planning, State Legislation, \*State Programs, State Surveys

**Identifiers—Kansas**

Summarized are the recommendations and findings of a 1 1/2-year project to prepare a plan to combat mental retardation in Kansas. The study is said to have been based on the principle that needs rather than diagnostic labels should determine services provided. Outlined are mental retardation planning activities at the federal level and preplanning activities in Kansas such as a 1958 report. Detailed is the organizational structure including 18 committees organized into three task forces. Information is provided on the incidence of mental retardation, existing and needed services, and future needs for program development. Described are research projects, training and demonstration projects, and legislative enactments concerned with mental retardation in public and private institutions in Kansas. Specific recommendations are given for the following areas: state organization, organization of community services, the need for a "fixed point of referral" at both community and state levels, diagnostic and evaluation services, parental counseling, home training, special education services, vocational rehabilitation, sheltered workshop services, the Vocational Rehabilitation Unit, state operated residential facilities, other residential facilities, group day care centers, prevention, research, public awareness, and manpower. Briefly explained is an implementation plan. (DB)

**ED 084 736****EC 060 530**

Snowdon, Charles T.

**Research Relating to the Learning of Children Identified as Having Experienced Malnutrition and/or Heavy Metal Poisoning. Final Report.**

Wisconsin Univ., Madison. Dept. of Psychology. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0541

Pub Date 15 Oct 73

Grant—OEG-5-71-0052(508)

Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Animal Behavior, \*Biological Influences, \*Etymology, \*Exceptional Child Research, \*Lead Poisoning, Learning Disabilities, Mentally Handicapped, \*Nutrition, Prenatal Influences

Described was research on the behavioral and learning effects of lead poisoning or malnutrition in rats. It is explained that approximately 200 rats (either weanling, adult, pregnant, or nursing) were injected with various amounts of lead. It was found that symptomatic levels of lead in weanling or adult rats produced no obvious behavioral or learning impairments, though asymptomatic doses of lead produced a 100% abortion rate in pregnant rats and retarded development and learning impairments in the offspring of lactating rats. The author describes a completely automated closed-field maze series for rats developed to counter inaccuracies among observers using a conventional maze. It is reported that experiments with 130 rats to determine the cause of pica (the voluntary ingestion of lead by children) showed that calcium-deficient rats ingested significantly more lead than non-deficient or iron-deficient rats. Experiments attempting to produce pica in adult rats by conditioning procedures were said to have negative results. The most severe effects of protein malnutrition on learning ability were found to occur when the malnutrition was imposed prenatally. (DB)

**ED 084 737****EC 060 531****Methods and Materials in the Education of the Visually Handicapped.**

Association for Education of the Visually Handicapped, Philadelphia, Pa.

Pub Date Jun 72

Note—116p.; Selected Papers presented at the Biennial Conference of the Association for the Education of the Visually Handicapped (51st, Miami Beach, Florida, June 25 through 29, 1972)

Available from—Association for Education of the Visually Handicapped, 1605 Spruce Street, Philadelphia, Pennsylvania 19103

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Conference Reports, \*Deaf Blind, \*Exceptional Child Education, \*Instructional Materials, Language Skills, Multiply Handicapped, Sensory Aids, Vision, \*Visually Handicapped, Vocational Rehabilitation

Presented are 19 selected papers given at the 1972 conference. The following titles are in-

cluded: "Multi-Handicapped, the King of Challenges"; "Is Listening the Answer?"; "An Aural Study System designed for the Visually Handicapped"; "VOCOM I-Speech Compressor Expander"; "A Comparison of the Effectiveness of Standard Print and Large Print in Facilitating the Reading Skills of Visually Impaired students"; "Demonstration of the Peabody Language Development Kit Level #p"; "Toys for Tots"; "Educational Materials for Early Childhood Education"; "Movement Exploration and Gymnastics for Visually Handicapped Children"; "Federal Programs and Their Implications for the Visually Handicapped"; "A Delivery of Comprehensive Services to Deaf-Blind Children and Their Families Through the Regional Structure"; "Diagnostic Services and Programming for Deaf-Blind Children"; "Developing a Vocational Program in a Residential School for the Blind"; "Give a Man a Fish and He Can Eat for a Day—Teach Him How to Fish and He Can Eat for the Rest of His Days"; "Guidance, For Whom? For What? By Whom? How?"; "Low Vision Training-Implications for Teacher Preparation and Professional Development"; "Development of Visual Potential in Young Children"; "The Need for Curriculum Planning in the Field of Low Vision"; and "Educationally Significant Visual Assessment in Young Children". (DB)

**ED 084 738****EC 060 532**

A Look at the Child.

Association for Education of the Visually Handicapped, Philadelphia, Pa.

Pub Date 70

Note—232p.; Selected Papers presented at the Biennial Conference of the Association for the Education of the Visually Handicapped (50th, New Orleans, Louisiana, June 28 through July 2, 1970)

Available from—Association for Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pennsylvania 19103

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Conference Reports, \*Deaf Blind, \*Exceptional Child Education, \*Multiply Handicapped, Sensory Aids, \*Visually Handicapped, Visually Handicapped Mobility, Vocational Rehabilitation

Presented are 26 papers and four Association reports given at the 1970 national conference. Among the papers are the following titles: "Educating the Multihandicapped Blind Child"; "Regional Centers for Deaf-Blind Children—A New Hope"; "The Multiply Impaired Visually Handicapped in the Residential School"; "The Multiply-Impaired Visually-Handicapped in the Day School"; "Cooperative Work-Study Program for the Visually Handicapped"; "Mobility for Young Blind Children"; "The Perceptual Basis for Mobility"; "Pioneering with Time-Sharing Computer Service at Perkins School for the Blind"; "Emotional Disturbance & Sensory Deprivation—A Possible Relationship"; "The Sexual & Social Adjustment of Visually Handicapped Adolescents—A Longitudinal Approach"; "Cognitive Patterns in Subjects Blinded by Retinoblastoma"; "Technological Advances in Sensory Aids for the Blind at Massachusetts Institute of Technology"; "Preschool Vision & Hearing Screening & Nursery School Programs for Visually Handicapped Children"; and "Implications for Guidance Counselors and Principals of Research on the Vocational Success of the Visually Handicapped". Among Association reports and business also included are the President's Report, the Braille Authority Report of 1970, and Amendments to the Constitution and By-Laws. (DB)

**ED 084 739****EC 060 533**

Kipfer, Bernice M.

**The Computer Based Project for the Evaluation of Media for the Handicapped. Summary of Research, 1969-1972.**

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date [73]

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Programs, \*Educable Mentally Handicapped, \*Emotionally Disturbed, \*Evaluation, Exceptional Child Research, Films, \*Instructional Media, Mentally Handicapped

Summarized is research performed by the Project staff from 1969 to 1973 with 125 to 300 educable mentally handicapped (EMH) or emotionally disturbed elementary and secondary school students in Syracuse, New York. Project purposes, are described in terms of a system of evaluating and field testing educational materials (such as captioned films) and effective teaching techniques with handicapped children. The 14-step evaluation model is explained to begin with the assessment of curriculum and learner needs and end with final decisions regarding material acquisition and utilization. Investigations concerning the evaluation design and technique (pretest-treatment-posttest) are discussed as are questions of sample size, item number, and differences among population subgroups. Investigations of testing effects with EMH children are said to have centered on the effects of pretesting and the effects of response modalities (whether at the computer terminal or by paper and pencil). Vocabulary level is seen to have been investigated through the validation of an available vocabulary list and the development of computerized techniques to process narrative texts by word frequency and level of difficulty. It is reported that investigations concerning children's responses revealed that responses tended to be short and failed to exhibit understanding of important concepts. Also noted are teacher reactions and attitudes to the films. (DB)

**ED 084 740****EC 060 534**

Dorham, Mary H. Riker, Jerry

**Resource Program for Behavior Adjustment. Philosophy and Purpose.**

Black Hawk - Buchanan County Board of Education, Waterloo, Iowa.

Pub Date [73]

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Change, \*Behavior Problems, \*Emotionally Disturbed, \*Exceptional Child Education, \*Program Descriptions, \*Resource Teachers

Described is a short term resource program to help emotionally disturbed children achieve acceptable classroom behavior. It is explained that cooperation between the regular teacher and the resource teacher is achieved through flexible scheduling, use of assignments from the regular teacher in the resource situation, and various feedback procedures. Noted is the contingency contracting system to develop student motivation which involves daily evaluation in both the regular and resource classes. Included are forms used in the program such as a behavioral evaluation form, the resource room referral form, a behavioral checklist, and an assignment sheet. (DB)

**ED 084 741****EC 060 535**

Dorham, Mary H. Riker, Jerry

**Life Experience Unit Guide Developed for Junior High and High School Resource Room Programs.**

Black Hawk - Buchanan County Board of Education, Waterloo, Iowa.

Pub Date [73]

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, \*Class Activities, \*Curriculum Guides, \*Emotionally Disturbed, Exceptional Child Education, Filmstrips, \*Language Arts, \*Sciences, Self Actualization, Self Evaluation, Social Studies

The life experience unit guide, which is intended to be used with emotionally unstable adolescents and which offers selected activities for an integrated language arts, science, and social studies curriculum, is described. Provided for the language arts strand are forms such as sentence completion forms, a feeling checklist, a self evaluation rating scale, and questions for a sociogram. Science activities that center on the human body are given to include comparing temperatures of students eating either cold or hot foods, and demonstrating the need for water in many chemical reactions. Listed for social studies are approximately 30 film strips on topics such as the family, the world of work, and transportation. (DB)

**ED 084 742****EC 060 560**

Kirkland, Sue-Anne

**Architectural Barriers to the Physically Disabled.**

Pub Date May 73

Note—87p.

## 60 Document Resumes

Available from—Canadian Rehabilitation Council for the Disabled, 2nd Floor, 242 St. George Street, Toronto, Ontario, Canada M5R 2N5 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Architectural Barriers, Cost Effectiveness, Design Needs, \*Exceptional Child Services, Foreign Countries, Legislation, \*Physically Handicapped, Psychological Needs, Recreation, Statistical Data, Surveys, \*Transportation

Identifiers—\*Canada

Presented is evidence on the increasing need to plan for the accommodation of the physically handicapped in the design and construction of present and future public buildings and transportation facilities in Canada. Terms such as "architectural barriers" and "disability" are defined. Statistics on disability incidence in Canada (one out of seven persons) are presented and reasons for the increase such as improved medical care and motor vehicle accidents are suggested. Psychological effects of architectural barriers are seen to include an increased sense of isolation and dependency. Recreation is thought to play an important role in the social life of the handicapped and to require more accessible facilities. Negative effects of architectural barriers on the economy are illustrated by hospital and housing costs and employment cost benefit figures for vocational education. Existing legislation on architectural barriers in Canada, Britain, and the United States is summarized and critiqued. A survey of public and private transportation problems of the physically disabled is reported. The major recommendation of the report is the need for a government affiliated coordinating authority with functions such as revising relevant legislative standards, conducting cost feasibility studies on elimination of architectural barriers, serving as a central source of information, and counseling individuals and organizations on accessibility features. Appended are a bibliography of 121 items and examples of pertinent forms. (DB)

**ED 084 743** EC 060 561

Langstaff, Anne L., Ed.

**Sequencing Visual Perception Skills. Training Manual.**

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Pub Date [73]

Note—89p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Class Activities, Exceptional Child Education, Individual Activities, \*Instructional Materials, Learning Disabilities, Perceptual Development, \*Perceptually Handicapped, \*Teaching Guides, \*Visual Perception

The training manual of sequenced visual perception skills offers an assessment guide, explains approximately 20 major types of instructional activities, and describes appropriate instructional materials, illustrated in an associated filmstrip. All activities are organized into four learning steps (recognition, discrimination, recall, and reconstruction); three difficulty levels (concrete, representational, or abstract); and four dimensions (common objects, size, shape, and color). Assessment activities such as naming objects (recognition step at the concrete level of the common object dimension) are provided for the three levels. Each major activity is presented in a grid format so that a subactivity is provided for most steps and dimensions. Activities range from finding particular items in the room at the concrete level to making potato prints at the representational level and using initial letters of grocery items to simulate shopping at the abstract level. Also listed are nine learning center activities and suggestions for use of categories such as birds or clothing at the various levels and dimensions. Addresses of 27 publishers of instructional materials are provided. Instructional objectives are related to commercial and teacher made materials and to the filmstrip. Brief descriptions of approximately 85 instructional materials are included. (DB)

**ED 084 744** EC 060 573

**The Rights of the Mentally Handicapped.**

National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.; Washington State Dept. of Social and Health Services, Olympia. Office of Developmental Disabilities.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 72

Note—118p.; Proceedings from a Bi-Regional Conference (San Francisco, California, June 14-16, 1972)

Available from—National Association of Coordinators of State Programs for the Mentally Retarded, Inc. 2001 Jefferson Davis Highway, Suite 802, Arlington, Virginia 22202

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Civil Liberties, Conference Reports, \*Court Cases, \*Equal Education, \*Exceptional Child Education, Legal Responsibility, \*Mentally Handicapped

Presented are nine papers given at a 1972 Washington State conference on the rights of the mentally handicapped for state attorneys and professionals in the mental retardation and mental health fields. The keynote address, by the Honorable David Bazelon focuses on the Wyatt vs. Stickney Alabama court case which affirmed the right to treatment of institutionalized patients. The administrator's perspective on the rights of the mentally handicapped is considered in three papers. The implications of recent litigation involving the rights of the mentally retarded is reviewed by Robert Gettings. David Ray looks at past, present, and future trends in state program development. Discussed by Philip Roos is the role of private organizations such as the National Association for Retarded Children. The attorney's perspective on rights of the mentally handicapped is centered on in three presentations: Bruce Ennis answers questions on the National Council on the Rights of the Mentally Impaired; Thomas Gilhool summarizes the Pennsylvania Right to Education suit; and Sterling Ross reports on the status of the mentally retarded under California law. Also given is a panel discussion on the Wyatt vs. Stickney right to treatment case. The results of workshop/discussion groups on current and future trends in the protection of legal rights of the mentally handicapped are reported. An annotated bibliography of 27 items on the right to treatment and the right to an education is also provided as is a glossary of legal terms, a position paper on peonage, the conference agenda, and sources of information. (DB)

**ED 084 745** EC 060 575

Silver, Rawley A. And Others

**A Study of Cognitive Skills Development Through Art Experiences: An Educational Program for Language and Hearing Impaired and Asphasic Children.**

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.

Spons Agency—New York State Education Dept., Albany. Office of Urban Education.

Pub Date 73

Note—110p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Academic Achievement, Adolescents, \*Art, \*Aurally Handicapped, Childhood, \*Conservation (Concept), \*Exceptional Child Research, \*Mathematics, Research Projects, Teaching Methods, Test Construction, Test Interpretation

Eighteen students, 8 to 15 years of age, from six classes in the School for Language and Hearing Impaired Children in New York City, learned mathematical concepts of conservation, grouping, ordering, and a spatial orientation through procedures developed for teaching and evaluating cognitive achievement of painting and drawing tasks. The students were taught in three 40 minute classes 2 days each week. Classroom teachers participated in weekly inservice workshops. Two teaching procedures (such as locating a doll on a model landscape) were developed for each of the cognitive areas (such as sequential ordering). Nine tests were developed and administered including a pretest and posttest of cognitive skills; a drawing test of ability to select, combine, and represent; an evaluation by an art therapist-painter; and a teacher rating scale. Also, the Torrance Test of Creative Thinking was administered. Performances of the 18 children were summarized. The results indicated that the art procedures were useful in reaching conservation, grouping, ordering, and spatial orientation as well as in evaluating cognitive and visuospatial abilities and disabilities, and that art educators could go beyond

art without neglecting development of art skills and values. (Appendices contain test instruments and detailed results for all students.) (MC)

**ED 084 746** EC 060 607

Rembolt, Raymond R., Comp. Roth, Beth, Comp.

**Cerebral Palsy and Related Disorders, Prevention and Early Care: An Annotated Bibliography. Volume I, Part One.**

Texas Univ., Austin. Dept. of Special Education; United Cerebral Palsy Association, New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [72]

Grant—OEG-0-9-531306(031)

Note—211p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Cerebral Palsy, \*Exceptional Child Research, \*Infancy, Physically Handicapped, Research Reviews (Publications)

Presented alphabetically by author's name in the first of a two volume annotated bibliography are 602 abstracts of scientific and public education literature on cerebral palsy published through 1971. The entries are said to focus on children under 2 years of age whose development has been delayed by the condition. The bibliography is explained to be fostered by the National Task Force of the United Cerebral Palsy Associations and developed at the University of Iowa for professionals in the fields of education, medicine, social work, physical therapy, occupational therapy, psychology, nursing, child development, communication skills, and physical education. (See EC 060 608 for the second volume.) (MC)

**ED 084 747** EC 060 608

Rembolt, Raymond R., Comp. Roth, Beth, Comp.

**Cerebral Palsy and Related Disorders Prevention and Early Care: An Annotated Bibliography. Volume II, Part Two.**

Texas Univ., Austin. Dept. of Special Education; United Cerebral Palsy Association, New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [72]

Grant—OEG-0-9-531306(031)

Note—213p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Cerebral Palsy, \*Exceptional Child Research, \*Infancy, Physically Handicapped, Research Reviews (Publications)

Presented alphabetically by author's name in the second of the two volume annotated bibliography are 483 abstracts of scientific and public education literature on cerebral palsy published through 1971. The entries are said to focus on children under 2 years of age whose development has been delayed by the condition. The bibliography is explained to be fostered by the National Task Force of the United Cerebral Palsy Associations and developed at the University of Iowa for professionals in the field of education, medicine, social work, physical therapy, occupational therapy, psychology, nursing, child development, communication skills, and physical education. (See EC 060 607 for the first volume.) (MC)

**ED 084 748** EC 060 609

Hughes, Stephen G.

**Student Residence Hall Life: A Review of Literature, Research, and Experience Pertinent to Planning Residence-Based Programs for Post-Secondary Deaf and Hearing Students.**

National Technical Inst. for the Deaf, Rochester, N.Y.

Pub Date Jun 73

Note—58p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aurally Handicapped, College Students, \*Exceptional Child Education, Identification (Psychological), Peer Relationship, \*Research Reviews (Publications), \*Residential Programs, Residential Schools, Staff Role, Student Behavior, Student School Relationship, Technical Education, \*Universities

Identifiers—\*National Technical Institute for the Deaf

Reviewed in the paper are studies on college and university living, facts and proposals from persons cognizant of residential living, and infor-



mation about present residential accommodations of students at the National Technical Institute for the Deaf (NTID). The aim of the paper is given to be collecting previously unknown data about housing of deaf students before NTID residential facilities are completed. Students in residence halls are said to engage in self selection of peers and to exhibit seemingly inappropriate changes of life style in their search for identity. It is maintained that manipulative procedures, such as having a residence hall serve in loco parentis, have been only moderately effective and tend to inhibit the self deterministic peer process. Residence hall potential for reducing student isolation is said to depend on the hall's capacity to encompass formal and informal activities of students and to provide staff that function as a common ground between the institution and student needs. The residence hall is seen as realistically contributing to the peer process and to educational goals when it is based on the living learning center concept. The concept is discussed in terms of integration of all activities and assimilation of deaf and hearing students into a common peer culture through the use of trained student personnel as staff members. Questions related to student life in residence halls based on the concept revolve around the extent of academic input required, an arrangement between the residence hall and the physical education department to provide recreational and competitive activities, and a reallocation of professional and administrative responsibilities. (MC)

**ED 084 749** EC 060 610  
Books for Mentally Retarded Children.

Cincinnati - Hamilton County Public Library, Ohio.

Pub Date Sep 73

Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, \*Annotated Bibliographies, Childhood, \*Childrens Books, \*Educable Mentally Handicapped, \*Exceptional Child Education, \*Mentally Handicapped, Trainable Mentally Handicapped

Presented is an annotated list of approximately 300 books for educable (EMR) and trainable mentally retarded (TMR) children and adolescents, 6 to 15 years of age. Books are arranged in the following groups for EMR students: Group I contains approximately 84 entries for students 6 to 9 years of age; Group II lists approximately 81 stories and books of information for students 10 to 12 years of age; and Group III lists approximately 35 stories and books of information for adolescents 12 to 15 years of age. Listed separately for TMR students 11 to 15 years of age are approximately 43 books. The books are listed alphabetically by title within each group. It is explained that books for EMR students needing an introduction by the teacher, librarian, or parent are indicated by an asterisk and that no asterisks accompany books for the TMR students, who always need an introduction to a book, or story. The use of the books in classes for retarded children whose responses indicated enjoyment or beneficial stimulation is noted. (MC)

**ED 084 750** EC 060 611

Norris, Arthur G., Ed.

**Deafness Annual, Volume II.**

Professional Rehabilitation Workers with the Adult Deaf, Inc., Silver Spring, Md.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date 72

Note—276p.; Contributed papers and reports of research and professional training programs on deafness

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Aurally Handicapped, \*Deaf, Educational Programs, \*Exceptional Child Education, \*Exceptional Child Services, \*Federal Aid, Financial Support, Government Role, Grants, National Programs, Program Descriptions, Trend Analysis, \*Vocational Rehabilitation

Presented is the second of two volumes on deafness which contains 12 papers and a review of programs or grants sponsored by the federal government and other groups. Larry Stewart identifies the deaf in "A Truly Silent Minority". In the "Seven-Faces of Deafness", G. Loyd tells what deafness means to seven people. E. Mindel

maintains that parents can raise their deaf children to be "Just Like 'Real' People". The "Diagnostic Crisis and its Participants" is discussed by Hilde Schlesinger. J. Davis recounts "Frustrations of Being President of a State Association for the Deaf". "Innovation Where it Counts Most" is seen in some educational programs described by T. Mayes. B. Williams reviews "National Trends in the Vocational Rehabilitation of the Hearing Impaired". "A Dream that Came True" for P. Peterson is said to constitute the National Technical Institute for the Deaf. Additionally focused on in the area of education are "Adult Education for the Deaf", by C. Boggs; "Television for Deaf Audiences", by J. Schein; and "Postsecondary Programs for Deaf Students (1972)" by J. DeNio. "Psychiatry for Deaf Persons" is discussed by J. Rainer. Tabularly and textually reviewed are research and demonstration projects sponsored by the following divisions of the Department of Health, Education, and Welfare: Social and Rehabilitation Service; Bureau of Education for the Handicapped (also the Media Services and Captioned Films Branch), and the Maternal and Child Health Service of the Health Services and Mental Health Administration of the Office of Education. Listed are grants offered by the National Institute of Neurological Diseases and Stroke of the Public Health Service. Grant activities by such sponsors as the Deafness Research Foundation are noted. (MC)

**ED 084 751** EC 060 618

Carr, Dorothy B. Avance, Lyonel D.

**A Sequenced Instructional Program in Physical Education for the Handicapped, Phase III. Producing and Disseminating Demonstration Packages. Final Report.**

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-142709

Pub Date 29 Sep 73

Grant—OEG-0-9-142709(607)

Note—470p.

**EDRS Price MF-\$0.65 HC-\$16.45**

Descriptors—Audiovisual Aids, Books, Course Objectives, \*Curriculum Guides, Evaluation, \*Exceptional Child Education, Films, Handicapped Children, \*Instructional Materials, Motor Development, Performance Criteria, \*Physical Education, Physical Fitness, Recreation, Self Expression, \*Sequential Learning, Skill Analysis, Skill Development, Swimming Identifiers—Los Angeles

Presented is a sequenced instructional program in physical education which constitutes the third of a three-phase, 4-year project, funded by Title III, for handicapped children, preschool through high school levels, in the Los Angeles Unified School District. Described are the project setting and the following accomplishments: a curriculum guide to activities in five areas, 75 single concept 8 mm film loops and accompanying audio cassettes. Results of the kits' use and plans for a follow-up study are discussed. The program is presented in five color coded sections covering development of motor and movement, playground and recreation, rhythmic, swimming, and physical fitness skills. Typically included in each section are an introduction, scope reviews, suggestions for teachers, list of values, safety measures, and directions for pretesting and post-testing. Goal and charts are given which specify objectives for skills and provide spaces for dates of attainment and comments. Each skill area is presented in terms of goal, objective, level sequences (teaching progression) suggestions for lesson implementation, source materials; and codes. Provided is a list of 265 resource materials including books, pictures, phonograph records, and films. Included in the appendices are assessment charts for five areas, film and cassette evaluation forms, and film/cassette descriptions (including length, summary, and narration) for the following areas (number of films are in parenthesis): motor and movement skills (15); playground and recreation skills (20); rhythmic skills (four); swimming skills (six); physical fitness (five); and early childhood films (15). (MC)

**ED 084 752** EC 060 631

Eisen, Lynne G. Eisen, Marvin

**Positive Reinforcement and Response Cost Procedures in a Token Reinforcement Program in a Special Education Class.**

Pub Date [73]

Note—36p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adjustment (to Environment), Adolescents, \*Behavior Change, \*Educable Mentally Handicapped, \*Exceptional Child Research, Mentally Handicapped, \*Operant Conditioning, \*Positive Reinforcement

Compared in a junior high class of 12 educable mentally handicapped children were the effects on adaptive behaviors of a token reinforcement program involving only positive reinforcement and a token reinforcement program additionally involving response cost. The token reinforcement response cost condition allowed students to earn points for positive behaviors but lose points for negative behaviors, while the token reinforcement without response cost condition allowed students to earn points for positive behaviors but did not penalize negative behaviors. Target behaviors included talking, noise, and disturbing others. Both experimental conditions increased the occurrence of appropriate classroom behaviors, but no differences were observed between the two token conditions. (DB)

**ED 084 753**

EC 060 632

Marx, Orrin H.

**Physical Activities for Handicapped Children in the Home.**

Iowa Univ., Iowa City. Univ. Hospital School.

Pub Date 72

Note—77p.

Available from—Campus Stores, 17 West College, The University of Iowa, Iowa City, Iowa 52240 (\$2.25)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Athletic Equipment, \*Exceptional Child Education, Parent Role, \*Physical Activities, \*Physical Education, \*Physically Handicapped, Teaching Guides, Teaching Methods

The manual is explained to be for parents of physically handicapped children attending the Children's Rehabilitation Section at the University Hospital School, The University of Iowa. Activity descriptions and construction information on equipment are suggested for use by other personnel such as physical education or special education teachers. Guidelines are given for planning the home program. Suggestions for teaching physical skills are provided in a major section. Discussed (in Part I) are basic developmental activities which progress from head lift to walking skills, and (in Part II) elementary skills such as catching and self testing, equipment, starting positions, and skill analyses. In the subsequent section on braces, information is given on application, removal, and maintenance of braces. Photographic illustrations of orthopedic apparatus and physical education equipment is shown in addition to line drawings for the construction of homemade apparatus. A glossary of 11 terms is included. (Author)

**ED 084 754**

EC 060 633

Fraenkel, William A.

**Preparing for Work.**

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date [73]

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, \*Behavioral Objectives, \*Checklists, Employment, \*Exceptional Child Education, \*Mentally Handicapped, \*Vocational Education, Work Study Programs

The guide for educators, families, and mentally retarded young people offers four behavioral checklists to aid in the preparation of the retarded adolescent for employment. Parents are encouraged to help their children develop behaviors such as correctly dialing the telephone and using local transportation. Evaluated in the academic achievement checklist for the special class teacher are skills such as handling money and writing legibly. The guidance counselor's role is seen to include evaluating behaviors in interpersonal relationships such as accepting one's limitations and understanding the relationship between work and pay. The work-study specialist is said to be the person best able to help the student develop behaviors such as registering for employment and following up on newspaper want ads. (DB)

**ED 084 755**

EC 060 634

Advani, Kan

**Involving Parents in the Behavior Modification Program of Their Children in Home and School. A Research Project.**

Frontenac County Board of Education, Kingston (Ontario).

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date Apr 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, \*Early Childhood Education, \*Exceptional Child Research, Handicapped Children, \*Hyperactivity, Operant Conditioning, \*Parent Education

Six children enrolled in a 'Kindergarten for Children with Special Needs' were the subject of a 3-month study of behavioral techniques applied to children's problem behavior through the training of parents. The children were rated as hyperactive and immature with various emotional, social, and physical problems. The study worked with the children in their natural environment (homes) and attempted to bring about change in their behavior through parental involvement. The improvement shown by the children suggested the advantage and need of early intervention in families of deviant children. (Author)

ED 084 756

EC 060 635

Friedman, Paul

Mental Retardation and the Law: A Report on Status of Current Court Cases.

Department of Health, Education, and Welfare, Washington, D. C. Office of Mental Retardation Coordination.

Pub Date Apr 73

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Civil Liberties, \*Court Cases, \*Equal Education, Exceptional Child Education, Exceptional Child Services, \*Legal Problems, \*Mentally Handicapped

Summarized are 35 current court cases on the legal status of the mentally retarded in terms of the right to treatment, to protection from harm, to just compensation for labor, to education, to fair classification; and in regards to custody and commitment laws. Given for each case is state, title, current status, summary, and analysis. The cases are from the following states: Alabama, Georgia, Florida, Illinois, Massachusetts, Minnesota, Nebraska, Tennessee, New York, Missouri, Washington, D.C., Pennsylvania, California, Colorado, Connecticut, Maryland, Michigan, North Carolina, Wisconsin, Louisiana, Iowa, and Indiana. Also provided are appendices of publications on the rights of the mentally retarded and a glossary of legal terms. Examples of cases are "Wyatt v. Stickney" (right to treatment) in Alabama; "Townsend v. Treadway, Commissioner, Tennessee Department of Mental Health" (right to just compensation for labor) in Tennessee; and "Mills v. Board of Education" (right to education) in the District of Columbia. (DB)

ED 084 757

EC 060 636

Ross, Lee, Ed.

We Speak for Children. Second Report, Governor's Advocacy Commission on Children and Youth.

Governor's Advocacy Commission on Children and Youth, Raleigh, N.C.

Pub Date Jun 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, Community Services, \*Exceptional Child Services, \*Handicapped Children, \*Program Planning, \*Social Services, State Programs, State Surveys

Identifiers—\*North Carolina

Presented is the second report of the North Carolina Governor's Advocacy Commission on Children and Youth which examines problems of state agency programs for handicapped and normal children. Copies of letters sent with the report to various state officials and the governor are provided. Listed are names of commission members, commission staff, and advisory review panel members. Noted are commission objectives to make recommendations for more effective programs and the long-range importance of the observed problems. Problems of state agency coordination are reported in the areas of planning, screening, genetic counseling, special education, and personnel. Program gaps are seen in areas such as student rights and responsibilities, school exclusions, home-based programs, accident prevention, and use of private resources. Mentioned among issues of concern to the commis-

sion are use of corporal punishment and rights of juveniles. Major recommendations are concerned with problems such as the lack of coordination on common program operations by departments and agencies; the lack of a common format among departments and agencies for budget, program planning, and objectives; and the failure to provide certain needed services and programs. (DB)

ED 084 758

EC 060 637

Brace, D. K.

Motor Fitness of Mentally Retarded Boys to National Age Norms.

Pub Date 18 Mar 61

Note—4p.; Paper presented at the AAHPER National Convention (Atlantic City, March 15, 1961)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, \*Educable Mentally Handicapped, \*Exceptional Child Research, \*Males, Mentally Handicapped, \*Physical Fitness, \*Testing

The study compared the physical fitness of 65 mentally retarded boys (mean age 14-years, mean IQ 60) at Austin (Texas) State School with national age scales for boys of the same chronological ages on the American Association for Health, Physical Education and Recreation Youth Fitness Test, which measures strength, speed, agility, power, coordination, and endurance. The mentally retarded Ss scored substantially below national age norms. Other findings were that the percentage of scores of mentally retarded boys, in the normally expected quartiles, were best in sit-ups and poorest in pull-ups, jumping, and running events; that there was a strong tendency for retarded boys to make poorer scores on their second tries than on their first attempts; that mentally retarded boys were particularly poor in running events; and that coefficients of correlation were low between IQ and various combinations of test scores. (Author)

ED 084 759

EC 060 638

McHenry, Vere A.

Certification and Its Implications for Special Education Personnel.

Council for Exceptional Children, Reston, Va. Professional Standards/Guidelines Project.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, \*Performance Based Teacher Education, State Departments of Education, \*State Standards, \*Teacher Certification

Significant changes in state management procedures and in certification of general and special education teachers are occurring as a result of the competency-based movement. The basic task in developing and implementing a workable system is identification of the requisite competencies and determination of competency measurement procedures. Special education (SE) presents problems in certification which are held in common with general education and are unique to SE. Some SE trends that will foster changes in certification are educating handicapped students in regular classes with resource room teacher support and reducing the number of categories for SE certification. That the performance based concept has also permeated inservice teacher education is evident from changing recertification procedures and increased interstate reciprocity in certification. (MC)

ED 084 760

EC 060 639

Lindsey, Margaret

Accreditation in Teacher Education.

Council for Exceptional Children, Reston, Va. Professional Standards/Guidelines Project.

Pub Date [73]

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accreditation (Institutions), Colleges, \*Exceptional Child Education, Handicapped Children, \*National Organizations, Professional Associations, \*Standards, \*Teacher Education, Trend Analysis

Presented is information on current problems and issues in teacher education accreditation. It is explained that with establishment of the American Association of Teachers Colleges in 1927, standards and procedures for accrediting teacher education programs were developed to guarantee

that the graduate of an accredited program would competently perform services for which he was specifically prepared. The present educational period is said to be characterized by conditions such as oversupply of teachers, and increased cost of education (and public response) that pose a challenge to standards and procedures in the accrediting process. Tabularly and textually presented is the history of accreditation in teacher education. Definition and purposes of accreditation in teacher education are discussed. Reviewed are the development, structure, and functions of the National Commission on Accrediting and the National Council for Accreditation of Teacher Education (NCATE). Standards are discussed in relation to curricula, faculty, resources, and facilities for basic programs and students. Considered are development and application of guidelines for teachers in specialties such as the professional standards/guidelines project of the Council for Exceptional Children. Included in appendices, which comprise more than half the document, are nine documents which deal with such subjects as accreditation, health educational programs, criteria for accrediting agencies and association, and the Constitution of the NCATE. (MC)

ED 084 761

EC 060 649

Ward, Ted And Others

Workshop Training Kits. Volume I.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Behavior Change, Deaf Blind, \*Exceptional Child Education, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Instructional Materials, Leadership, Mentally Handicapped, Multiply Handicapped, Operant Conditioning, Reinforcement, Resource Guides, Sequential Learning, Teacher Education, \*Teaching Guides, Trainable Mentally Handicapped, Workshops

Identifiers—Severely Handicapped  
Presented in the first of a two volume series are four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers. Directions are given for use of the kits, media, and a series of kits for evaluating, planning, or delivering information. The first section of each kit (for the leader) contains an overview of the activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information on handicaps. Presented in the six kits are the following activities to be used with children with specific handicaps: a task analysis game for sequential teaching of trainable mentally retarded (TMR) and deaf blind (DB) children; an activity for specifying behaviors of multiply handicapped and TMR children; three demonstration reinforcement mystery games for teachers of DB or autistic children; and an activity involving charting behaviors of TMR, autistic, and DB children. Approximately 165 selected bibliographical references on behavior modification with low functioning children are listed as to source and price. The six kits for inservice teacher trainers provide the following activities: planning with teachers (through role playing), creating discussion tapes, practicing leadership skills, structuring scripts, evaluating workshop materials, and analyzing demonstrated behaviors of a workshop leader. (For volume 2, see EC 060 650.) (MC)

ED 084 762

EC 060 650

Ward, Ted And Others

Workshop Training Kits. Volume II.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

**Descriptors**—Communication Skills, Diagnostic Teaching, Educational Planning, \*Exceptional Child Education, Games, \*Institutes (Training Programs), \*Instructional Materials, \*Learning Disabilities, Remedial Instruction, Resource Guides, Teacher Education, \*Teaching Guides, Workshops

Presented in the second of a two volume series are six workshop training kits for development of teacher skills to be used with learning disabled (LD) children. The first section of each kit contains a leader's guide which gives activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains master copies of materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information. Explained in the kits are the following workshop activities: a three part educational planning and decision making activity focusing on responsibility, placement, and programming; a learning disability planning priorities game requiring the diagnostic/prescriptive process; polar algebra, an activity which simulates a learning difficulty and provides an opportunity for selection of appropriate remediation; a competitive analogy game; an LD team card game involving diagnostic terms, symptomatology, and remedial strategies; and an activity which requires simulation of three different forms of sensory deprivation for sensitization to needs of handicapped children. Approximately 180 bibliographical references on learning disabilities are given which include source and price for professional references, journals, idea books for teachers, and instructional materials. (For volume 1, see EC 060 649). (MC)

**ED 084 763** EC 060 680  
**Challenge for Dignity: A 5-Year Action Plan for Tennessee's Mentally Retarded Citizens 1974-79.**

Tennessee State Dept. of Mental Health, Nashville. Div. of Mental Retardation.

Pub Date Sep 73

Note—129p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Community Resources, Cooperative Programs, \*Exceptional Child Services, Institutions, Intervention, \*Mentally Handicapped, Program Descriptions, \*Program Planning, Regional Programs, Research and Development Centers, \*State Programs, Statistical Data, Trend Analysis

**Identifiers**—\*Tennessee

Presented in the 5-year (1974-1979) plan of Tennessee by the State Division of Mental Retardation. Changes in philosophy and service delivery to mentally retarded (MR) persons are discussed in terms of definition, causes, classification, and training for employment. Ways of helping MR persons are described in relation to previous efforts and new attitudes such as normalization. Resources for action are seen to include mental institutions as developmental centers which coordinate existing community and school programs in three areas. Strategies for action are proposed for Arlington, Clover Bottom, and Greene Valley developmental centers and for delivery of services to clients through community workshops, residential centers, adult activity centers, and preschool training programs. Maps are provided showing location of residential, adult activity, preschool, and sheltered workshop centers for the three areas and sub-regions (three for each area). Statistical data on costs and client number for the 5-year period accompany the maps. Noted are supportive systems such as research and development. Covered in a plan summary are projections of client growth and costs. (Appendixes include tables, charts, and textual material giving information such as incidence of MR persons and aspects of community programs.) (MC)

**ED 084 764** EC 060 683  
**Karagianis, L. D. Merricks, D. L.**

**Where the Action Is: Teaching Exceptional Children.**

Memorial Univ., St. John's (Newfoundland).

Pub Date Sep 73

Note—560p.

**EDRS Price MF-\$0.65 HC-\$19.74**

**Descriptors**—Educational Methods, Educational Planning, \*Educational Programs, \*Educational Trends, \*Exceptional Child Education, Gifted,

Handicapped Children, Historical Reviews, \*Literature Reviews, \*Research Reviews (Publications)

Presented are 40 readings and research reviews on special education services for handicapped and gifted children. Examined in an overview are aspects of special education such as approaches used in different countries, integration, labeling, team teaching, and remedial reading. The culturally different child is described in terms of deprivation, disadvantage, programs, and disparities between urban and suburban schools. Areas reviewed in relation to learning disabilities encompass assessment, teacher effectiveness, the concept of perceptual deficit, and myths in remedial education. Speech and hearing problems are considered with readings on speech disorders and corrections, articulatory competency and reading readiness, and sociological/psychological factors associated with hearing loss. The gifted child is seen to benefit from identification by counselors, a broadened concept of giftedness, creative expression techniques, and program planning. Mental retardation is discussed in an overview and in relation to community expectation, use of theories of J. Piaget in a program for trainable retarded students, a work study program, and a job readiness check list. The visually impaired are featured in readings on play and intellectual development, self concept, management of young deaf blind children, approaches to teaching partially sighted children, and "learning through listening." Staff expectations, integrated classrooms, architectural barriers, readjustment of paraplegics to the community, and the need to feel human are the subjects of readings on the physically handicapped. Readings on emotionally disturbed children focus on history, the community, teacher competency, and a curriculum for disordered behavior. (MC)

**ED 084 765** EC 060 698  
**Physical Facilities: A Selected Bibliography, Exceptional Child Bibliography Series No. 634.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 73

Note—27p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Abstracts, \*Annotated Bibliographies, \*Exceptional Child Education, \*Handicapped Children, \*Physical Facilities

The selected bibliography of physical facilities for handicapped children contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to the user, current applicability, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and how to order Exceptional Child Education Abstracts (an order blank is provided) in which the abstracts are originally published. Additionally given are a list of indexing terms searched to compile the bibliography and a list of journals from which articles were abstracted for the bibliography. Publication date of documents abstracted ranged from 1961 through 1972. (MC)

## EM

**ED 084 766** EM 011 083

**Rouche, John E. Herrscher, Barton R.**

**Toward Instructional Accountability. A Practical Guide to Educational Change.**

Westinghouse Learning Corp., Palo Alto, Calif.

Pub Date 73

Note—216p.

Available from—Westinghouse Learning Press, P. O. Box 10680, Palo Alto, California 94303 (\$6.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Educational Accountability, Educational Change, \*Educational Innovation, Evaluation Criteria, \*Guides, \*Higher Education, Individualized Instruction, \*Instructional Improvement, Performance Contracts, Responsibility, School Responsibility, Teacher Responsibility

In higher education especially, the obsolescence of skills, knowledge, and competencies in teaching dictates the need for continuous staff development. Given the assumption that superior and innovative instruction that motivates student learning can shape institutional identity as well, this book provides selected readings that advocate a systematic approach to instruction that allows instructors to meet the diverse needs of students. To assist the reader in developing skills, attitudes, and knowledge, the book can serve as a self-contained course in instructional improvement. Sections of this guide, each of which is introduced by a rationale and a set of objectives for study, include ones dealing with individualized instruction, accountability-based instruction, purposes of education, assessment of learning, and evaluation of instructional programs. (Author/RH)

**ED 084 767**

EM 011 117

**Duane, James E., Ed.**

**Individualized Instruction-Programs and Materials. Selected Readings and Bibliography.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 73

Note—397p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$9.95)

**Document Not Available from EDRS.**

**Descriptors**—\*Evaluation, Individual Instruction, \*Individualized Instruction, \*Individualized Programs, \*Instructional Media, Mass Instruction, Media Selection, Teaching Methods

These selected readings are designed for teachers, media specialists and administrators interested in effective methods of planning, designing and implementing individualized instruction programs. Sections deal with 1) problems encountered in making the transition from group to individualized instruction; 2) several established and successful individualized instruction formats presently in use; 3) characteristics of various types of media and methods for integrating media into individualized instruction programs; and 4) the evaluation of individualized programs and some generalized criticisms of existing programs. (Author/RH)

**ED 084 768**

EM 011 147

**Weisman, Herman M.**

**Information Systems, Services, and Centers.**

Pub Date 72

Note—265p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 (\$10.50)

**Document Not Available from EDRS.**

**Descriptors**—Higher Education, \*Information Centers, \*Information Processing, Information Retrieval, Information Science, Information Scientists, \*Information Services, Information Storage, \*Information Systems, Information Theory, Information Utilization, Management Systems, Technological Advancement, \*Textbooks

Following an introduction providing background on the role of information, modern methods of information transfer and the theoretical bases of information systems are described. A second section deals with practical aspects of information services practices and operational management problems. A final section examines the specialized character of the information analysis center. Appendixes contain examples of forms, techniques and approaches. (Author/RH)

**ED 084 769**

EM 011 325

**Wilson, Alistair J.**

**ETV Guidelines: Writing, Directing and Presenting.**

Pub Date 73

Note—144p.

Available from—Hutchinson Publishing Group Ltd., 3 Fitzroy Square, London W1P 6JD, England (1 pound, 75 pence)

**Document Not Available from EDRS.**



Descriptors—\*Closed Circuit Television, Elementary Education, Graphic Arts, Guides, \*Instructional Television, Photographic Equipment, \*Production Techniques, \*Program Planning, Scripts, Secondary Education, \*Video Tape Recordings

There is no mystique about television—a teacher and a television director don't need to have specialist knowledge about electronics, physics or optics to produce closed circuit educational television programs. This book is intended to be a basic guide for the many students and teachers in Britain who are now working in closed circuit educational television and who write and present programs for broadcast to infant, primary and secondary schools. The various chapters discuss planning a program, closed circuit educational television, the equipment, scripts, graphics and props, directing the program, rehearsals and video tape recording, and standard setting and evaluation procedures. A glossary and an appendix showing studio floor manager's signals are included. (Author/SH)

**ED 084 770** EM 011 491

Stotter, Philip L. Culp, George H.

The Use of Modular Computer-Based Lessons in a Modification of the Classical Introductory Course in Organic Chemistry.

Texas Univ., Austin. Dept. of Chemistry.

Pub Date Aug 73

Note—27p.; Paper presented at the American Chemical Society Symposium (Santa Cruz, California, August 19 through 24, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Autoinstructional Programs, Chemistry, \*Chemistry Instruction, College Students, \*Computer Assisted Instruction, \*Curriculum Design, \*Curriculum Development, Higher Education, Individualized Instruction, Individualized Programs, Organic Chemistry, Program Descriptions, Self Pacing Machines, Simulation, Tutorial Programs, Tutoring, Undergraduate Study

Identifiers—CDC 6400 6600 Computer System, CLIC, Computing, Conversational Language Instruction

An experimental course in organic chemistry utilized computer-assisted instructional (CAI) techniques. The CAI lessons provided tutorial drill and practice and simulated experiments and reactions. The Conversational Language for Instruction and Computing was used, along with a CDC 6400-6600 system; students scheduled and completed the lessons at their own individual paces. Since CAI accomplished the routine instruction, weekly lectures were reduced from three to two, but more time was devoted to essential theoretical concepts and student problems. Students did spend greater amounts of time on the lessons, but achievement was greater, especially for students in the lower and middle ability ranges. Students' attitudes were positive, and they developed self-reliance and independence which helped improve their lab performances. Experience with the course convinced its authors that students can take a more active part in organic chemistry instruction. In addition, it was concluded that both the traditional and the experimental approaches placed great time demands upon students and that further modularization was not necessary, but that increased attention should be given to the synthesizing of individual units into interdependent constructs. (Author/LB)

**ED 084 771** EM 011 512

Hostrop, Richard W., Ed.

Foundations of Futurology in Education.

Pub Date Jul 73

Note—249p.

Available from—ETC Publications, 18512 Pierce Terrace, Homewood, Illinois 60430 (\$7.95)

**Document Not Available from EDRS.**

Descriptors—Anthologies, \*Educational Change, \*Futures (of Society), Organizational Change, \*Prediction, \*Social Change, Teacher Education

Identifiers—Cohn (Herman), Future Shock, Futurists, Futurologists

This collection of papers represents the first in a projected series of books concerned with the future of education. Its purposes are to provide educators with insights into the thinking of futurologists, to illuminate the significance to education of their thinking, and to introduce educational practitioners to the tools used for future

studies. The first section, *Introducing the Future*, consists of three papers discussing future shock, educating people for the communications era, and the school of the future. Part 2 deals with forecasting and specified educational futures; individual papers focus upon forecasting methods, evaluating alternative futures, planning for institutional change, speculations about the education of the future, and the future of teacher education. The final section presents conceptual views of the future, including papers on Herman Cohn, a look at the schools and communities of the future, and a consideration of the impending instructional revolution. (Author/PB)

**ED 084 772** EM 011 517

Hoye, Robert E., Ed. Wang, Anastasia C., Ed.

Index to Computer Based Learning.

Educational Technology Publications, Englewood Cliffs, N.J.; Wisconsin Univ., Milwaukee. Instructional Media Lab.

Pub Date Jul 73

Note—685p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$18.95)

**Document Not Available from EDRS.**

Descriptors—\*Catalogs, \*Computer Assisted Instruction, \*Computer Programs, \*Indexes (Locators), \*Instructional Materials, Programmed Instruction, \*Programmed Materials

The computer-based programs and projects described in this index are listed under 98 different subject matter fields. Descriptions of programs include information on: subject field, program name and number, author, source, the program's curriculum content, prerequisites, level of instruction, type of student for which it is intended, total hours of available material, average student completion time, instructional strategy, instructional logic, purpose for which the program is designed, supplementary equipment and materials, the status of the program and its availability, funding and sponsoring agencies, descriptive literature available, the programming language used, the central processor unit (CPU) for which the program is designed, the terminal configuration employed, and the sites at which the program is used. An appendix lists new organizations in the field, provides a sample of the questionnaire used to gather information about the programs, and cross-references the programs by subject matter, central processor, programming language, instructional strategy, and source. (LB)

**ED 084 773** EM 011 518

Shannon, D. C. Johnson, K. H.

"The Money Game" As a Classroom Exercise.

Kentucky Univ., Lexington. Coll. of Business and Economics.

Pub Date Jun 73

Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18 through 20, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Business Education, \*Computer Assisted Instruction, \*Educational Games, Games, \*Higher Education, Investment, \*Management Games, Program Descriptions, Undergraduate Study

Identifiers—CAI, \*Money Game

A computer-based educational game is used to introduce students to strategy formation and decision-making about portfolio management. Book-keeping programs assign sums of money to students and allow them to conduct transactions on 5000 listed stocks. Weekly printouts give financial statements and student performances are compared to that of a randomly generated portfolio. Competition among student groups and between students and other players from the business world is used to motivate students to learn investment concepts and to develop analytical skills. Feedback from the players indicates that two-thirds of them strongly approve of the game. Since the operating cost to the department is only \$20 per week for 50 to 60 students, the game is an efficient way of introducing students to the complexities of managing investments. (LB)

**ED 084 774** EM 011 521

Edwards, Judith B.

Simulation for Instruction: Some Considerations for Users and Designers.

Pub Date Apr 73

Note—11p.

Journal Cit—ACM SIGCUE Bulletin; v7 n2 April 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Games, Games, Individualized Instruction, \*Instructional Design, Models, Program Evaluation, \*Simulation, State of the Art Reviews, \*Systems Approach, Systems Development

Simulations, which can be defined as formalized techniques for studying complex systems by manipulating the variables in a scaled-down model and observing the results, are useful instructional tools. They provide individualized, self-paced, learner-controlled education, offer discovery experiences which are realistic, and promote problem-solving, decision-making, and immediate feedback. They seem to motivate students and provide them with a means of studying complex systems. Limitations of simulation include the tendencies to over-simplify and over-systematize reality and to stereotype complex situations. Simulations will be even more useful if they are systematically developed, with instructional design following these steps: 1) analysis of instructional content, 2) specification of objectives, 3) definition of target audience, 4) identification of suitable simulation topics, 5) analysis of the feasibility of each topic, 6) design of the simulation, and 7) evaluation. This kind of systems approach to design will remove educational simulations from the realm of the haphazard and provide educators with a demonstrably effective instructional tool. (PB)

**ED 084 775** EM 011 522

Hostrop, Richard W.

Education Inside the Library-Media Center.

Pub Date Jul 73

Note—178p.

Available from—The Shoe Strip Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$7.50)

**Document Not Available from EDRS.**

Descriptors—Books, \*College Libraries, Costs, Elementary Grades, Higher Education, \*Instructional Materials Centers, \*Instructional Media, Learning, \*Libraries, Library Circulation, \*School Libraries, Secondary Grades, Teaching, Use Studies

Identifiers—Library College, \*Library Media Centers, LMC

A review of the role of libraries from the time of Aristotle to the present is offered first, followed by a discussion of the foundation upon which the modern learning center rests. Subsequent chapters explore the teaching-learning role of the merged print/nonprint center, beginning with the elementary school and concluding with the university. The book concludes with reviews of the Library-College concept and of the future of Library-Media Centers (LMC). Present-day practices at all levels are described and the relationship between effective teaching and the use of media materials is explored. Circulation and cost statistics are scrutinized and the effects of television and access to automobiles on student usage of library materials are reported for the first time. Finally, analyses of findings from several studies are made and used to suggest LMC changes which will maximize their effectiveness. (Author)

**ED 084 776** EM 011 523

Basic Statistics on Instructional Television and Other Technologies; Public Schools, Spring 1970.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 9 Feb 73

Note—5p.; NCES Bulletin (Advance Statistics for Management) n7 Feb. 9, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bulletins, Closed Circuit Television, Educational Radio, Educational Technology, Educational Television, Elementary Grades, Fixed Service Television, \*Instructional Technology, \*Instructional Television, \*Public Schools, Radio, Secondary Grades, \*Statistical Surveys, \*Video Equipment, Video Tape Recordings

Identifiers—CCTV, TV, Video Tape Recorders, VTR

The material in this bulletin provides a nationally representative sample of base line data on the availability of television (TV) and other technologies in the classroom. Information is presented for all public schools, by elementary

and secondary levels, on four matters: 1) the percentage of schools possessing TV receivers, videotape recorders (VTR), or both; 2) the number of schools which have TV receivers, VTR, closed circuit instructional television fixed services and radios; 3) The percentage of schools with TV receivers which utilize educational technology; and 4) the number of TV receivers per classroom. Statistics indicate that 75% of all schools have TV, 26% have VTR, 22% have both, and 21% have neither VTR nor TV. Other significant findings include the facts that 82% of all pupils are in schools with TV, that only 13% of the schools—mostly located in rural areas—have none of the four above mentioned forms of instructional technology, that more than 70% of the schools with TV use educational television, and that the median number of TV sets per school is two, meaning that simultaneous use of TV by different classes within a school is highly limited. (LB)

ED 084 777 EM 011 525

Adler, Richard Baer, Walter S.

Aspen Notebook: Cable and Continuing Education.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C. Pub Date 73

Note—193p; Praeger Special Studies in U.S. Economic, Social and Political Issues Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$3.95 paperback)

Document Not Available from EDRS.

Descriptors—\*Adult Education, \*Cable Television, Conference Reports, \*Educational Television, \*Equal Education, \*Instructional Television, State of the Art Reviews

Identifiers—Aspen, Aspen Workshop Conference Cable, Aspen Workshop on Uses of the Cable, CATV, Colorado, Continuing Education, Gibbons (James)

This is the first of a planned series of Aspen Notebooks on cable television (CATV). Part I reports on research conducted by the Aspen Workshop on Uses of the Cable. It describes the status of continuing education and the history of educational television and explores the prospects created by cable's development for extending access to continuing education. Also discussed are problems which require resolution if such enterprises are to succeed. Each chapter is followed by remarks from participants in the Aspen Workshop Conference on the Cable and Continuing Education, held in March 1973 at Aspen, Colorado. A final chapter summarizes proposals from that conference and offers recommendations for local and national initiatives for using cable in continuing education. Part II contains source and reference materials for the subjects discussed in Part I. It presents descriptions of three television-supported educational programs—one well-established, one new and one hypothetical—and offers an explanation by James Gibbons of the criteria for successful educational uses of television. Also included are abstracts of related reports, a brief glossary of terms and an annotated bibliography. (PB)

ED 084 778 EM 011 526

Bias, Lewis V. And Others

A Retrospective Look At Educational Media Institute Programs in the U.S. Office of Education, 1965-71.

Maryland Univ., College Park. Leadership Training Inst.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 73

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Ladders, College Teachers, Elementary School Teachers, Inservice Courses, Inservice Education, \*Inservice Programs, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Media Specialists, \*Program Evaluation, Secondary School Teachers, State of the Art Reviews

Identifiers—Educational Media Institute Programs An analysis of educational media training institutes was conducted to assess the residual effectiveness of those programs upon participants,

the institutions involved, and the overall media field. Pertinent literature and existing institute documents were reviewed and questionnaires sent to institute participants and directors. Significant results included the findings that participants valued their experiences and reported an increase in their media-related skills. They found better jobs at higher salaries and tended to move into influential administrative positions at the individual school or, less often, at the county, district, or other broad organizational level. College media programs were also strengthened as a result of these institutes and a multiplier effect was achieved since graduates were significantly involved in training their colleagues in the field. The study did not substantiate that the original objective of producing a sufficient number of trained personnel had been fully achieved, but it did support the conclusion that the institutes were an effective means of developing trained manpower to meet the needs spawned by the unprecedented growth of educational media and technology. Therefore, it was concluded that as personnel needs continue to grow, the institutes should continue to play an important role. (PB)

ED 084 779 EM 011 527

Wysocki, Adam

Educational and Training Issues in UNISIST.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Nov 71

Note—12p; Paper presented at the International Conference on Training for Information Work (Rome, Italy, November 15-19, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Programs, Information Needs, Information Processing, \*Information Science, \*Information Scientists, Information Services, Information Utilization, \*Manpower Development, Manpower Needs, Publishing Industry, Sciences, Scientists, State of the Art Reviews, Training

Identifiers—Editors, Publishers, UNISIST, \*World Science Information System

The educational requirements of a world science information system (UNISIST) are dealt with in the first part of this paper. The educational needs of: 1) the information scientists who design information systems, 2) the information specialists who carry out specific tasks, 3) the scientists who use information, and 4) editors and publishers are outlined. The growing sophistication of the organization, methods and techniques of information transfer are reviewed, and the point is made that new educational programs are needed if UNISIST is to be a useful entity. The second section of the paper discusses the contributions which professional societies can make to training and manpower problems and describes the manpower problems of modern science. Following this, specific suggestions are put forth concerning teaching methods, techniques, curricula and educational management. (Author)

ED 084 780 EM 011 528

Le vow, Roy B.

COFLO: A Computer Aid for Teaching Ecological Simulation.

Florida Atlantic Univ., Boca Raton. Dept. of Mathematics.

Pub Date Jun 73

Note—6p; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Ecology, Environmental Education, Higher Education, \*Models, Program Descriptions, \*Programming, Programming Languages, \*Simulation, Systems Analysis, Undergraduate Study Identifiers—COFLO, \*Compartment Flow Model Simulation Program, Fortran IV, IBM 360 Continuous System Model Program, Quantitative Ecology, Southeast Regional Data Center, UNIVAC 1106 Computer

A computer-assisted course was designed to provide students with an understanding of modeling and simulation techniques in quantitative ecology. It deals with continuous systems and has two segments. One develops mathematical and computer tools, beginning with abstract systems and their relation to physical systems. Modeling principles are next presented, with emphasis on compartment-flow models, followed by discussion of simulation. The FORTRAN IV language and the IBM 360 Continuous System Model Program

are then described in detail, and equilibria and stability are treated. In part two, students were burdened by the math required and the amount of time spent on programming languages. The first difficulty was overcome by the introduction of compartment-flow models, the second by the development of an easy-to-use computer program. This Compartment Flow Model Simulation Program (COFLO) is an input language which takes a description of a compartment-flow model and simulates the behavior of the modelled system, converting the model system into a FORTRAN program for compilation and execution. COFLO has been implemented on the UNIVAC 1106 computer at the Southeast Regional Data Center of Florida Atlantic and Florida International Universities. (LB)

ED 084 781 EM 011 530

Gomberg, Sara

JCL Procedures for Use of the Batch REL System.

Revised Report.

California Inst. of Tech., Pasadena.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—CIT-REL-R-2

Pub Date Feb 73

Note—27p; See Also EM 011 531 through EM 011 536

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computers, Computer Science, \*Interaction, \*Man Machine Systems, Programming, \*Programming Languages, Technical Reports, Time Sharing

Identifiers—Batch Processing, IBM 2314 Discs, IBM 3330 Discs, JCL, \*Job Control Language, OS 360, OS 370, Rapidly Extensible Language, REL

Nine job control language (JCL) procedures for the Rapidly Extensible Language (REL) batch system are presented. The REL system itself is a total software system designed to facilitate communication with the computer in very high level languages. Its goal is an interactive time-shared system, but for a variety of reasons it has been desirable to develop an REL batch processing system. This batch system is designed to be used in any OS/360 or OS/370 batch environment with certain minimal hardware facilities, essentially, with run time core partition of 100k bytes or greater and standard OS interface to IBM 2314 or 3330 discs. The procedures are presented in three groups according to the following classes of users: 1) general consumers of REL languages, 2) language implementers and programming users, and 3) REL system programmers. Brief descriptions of the data sets used are included. (Author)

ED 084 782 EM 011 537

Children and the Urban Environment: A Learning Experience. Evaluation of the WGBH-TV Educational Project.

WGBH-TV, Boston, Mass.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Department of Housing and Urban Development, Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 72

Note—142p; Praeger Special Studies in U.S. Economic, Social, and Political Issues

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$13.50)

Document Not Available from EDRS.

Descriptors—Books, Citizen Participation, \*Conservation Education, Curriculum Development, Educational Television, Environmental Education, Grade 4, Grade 5, Grade 6, Instructional Television, Program Evaluation, Public Officials, \*Public Television, \*Urban Areas, \*Urban Education, \*Urban Environment, Urban Renewal, Urban Studies

Identifiers—Boston, If You Live In a City Where Do You Live, UCP, \*Urban Conservation Project, WGBH TV

An evaluation of the demonstration Urban Conservation Project (UCP) produced by WGBH, Boston's public television station, is presented. The project, released under the title "If You Live in a City, Where Do You Live?", seeks to link the value systems represented by the predominantly rural American conservation ethic with the plight and future of the cities and the people who inhabit them. The first chapter describes the background of the UCP and its curriculum unit, including details about its film and

activity card components. Chapter 2 contains a history of the project from its conception in 1966 until its release in 1970 while the following section describes the participation of public officials and interested citizens in the five evaluation cities—Rochester, New York; Louisville, Kentucky; Saginaw, Michigan; Sacramento, California; and Honolulu, Hawaii. Chapter 4 deals with the classroom use and acceptance of the curriculum unit, including problems relating to its introduction. The final chapter records summary findings and recommendations, followed by an appendix of documents relevant to the project and its evaluation. (Author)

ED 084 783 EM 011 539

Margrabe, Mary  
The "Now" Library: A Stations Approach Media Center Teaching Kit.  
Pub Date 73

Note—164p.; Teaching Kit (included), 61p.  
Available from—Acropolis Books Ltd., Colortone Building, 2400 17th Street, N.W., Washington, D.C. 20009 (\$6.50)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Elementary Grades, Individualized Instruction, \*Instructional Materials Centers, \*Libraries, Media Specialists, Post Testing, Pretests, \*Skill Development, \*Teaching Guides

Identifiers—\*Media Skills, Teaching Stations  
An approach to the teaching of media skills is presented which is consistent with individualized instructional methods. Behavioral objectives for 96 media skills appropriate for elementary school students are identified, and teaching stations are designed for each. Instructions on how to administer the program are provided, along with an explanation of the long range goals of the program and sets of evaluative pretests. In addition, a teaching kit containing student exercise sheets and evaluation materials serves as a companion volume. Media specialists and teachers have been granted the right by the publisher to reproduce these exercises and tests for use with their students. (Author/PB)

ED 084 784 EM 011 580

Coladarsi, Arthur  
Technology, Teaching and Sanity.  
Stanford Univ., Calif. School of Education.  
Pub Date 27 Jul 73

Note—17p.; Paper presented at the World Assembly of International Council on Education in Teaching (Nairobi, Kenya, July 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Educational Technology, \*Instructional Technology, \*Learning, Learning Theories, \*Models, Speeches, \*Student Teacher Relationship, Teacher Educators, Teachers, \*Teaching, Teaching Models, Teaching Procedures

Identifiers—\*Teaching Learning Act  
Despite recent advances in instructional technology, there still exist substantial gaps between technology's promise and its achievement. This situation is partly due to the fact that teachers who have a clear conception of the teaching-learning interaction are not involved in the implementation of technological innovations. Teachers and teacher educators can ameliorate this situation by developing an adequate conception of the educative act itself. One such model would view it as an intentional act of probabilistic nature, consisting of four dimensions. The purposes dimension involves the clear stipulation of the changes in the learner's behavior which are expected, while the procedures dimension encompasses the instrumentalities introduced to effect these changes. The information dimension is comprised of the experiences and data used to justify educational procedures, realizing that only probable validity is possible. Finally, the measurement and evaluation dimension permits the teacher to test his educative hypotheses. Such a framework assigns educational technology to the procedures dimension and enables the teacher to evaluate it in terms of his compatibility with the stipulated purposes, its appropriateness to individual learner needs, and its utility in producing the desired learning. (PB)

ED 084 785 EM 011 582

Smith, Phil Sasse, Margo  
Sharp Focus on Film: A Brief Guide to Research on Movies and Movie People.  
California Univ., San Diego. University Library.  
Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Film Libraries, \*Films, \*Guides, \*Library Guides

Identifiers—University of California at San Diego  
An attempt to increase individuals' sophistication in finding information about movies is made in this guide. Strategies to uncover reviews, criticism, biographies and other film data in the University of California at San Diego libraries are outlined. The first major section deals with approaches to the card catalog and suggests ways of getting information on film scripts, directors, and books about movies. The second half of the guide is concerned with approaches to indexes and reference books for access to reviews, film people, genres, the film industry, screen credits, and other material. (LB)

ED 084 786 EM 011 583

Carter, Yvonne, Comp. And Others  
Supplement to Aids to Media Selection For Students and Teachers.  
Office of Education (DHEW), Washington, D.C.  
Report No.—OE-74-21001

Pub Date 73

Note—72p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Elementary Grades, \*Instructional Media, Literature Guides, \*Media Selection, Multicultural Textbooks, Secondary Grades

Identifiers—Aids to Media Selection for Students and Teachers

A supplement to the earlier Aids to Media Selection for Students and Teachers is provided by this guide. It offers an annotated, selected roster of the book lists and periodicals published or revised since 1970 which review materials suitable for use in elementary or secondary school instructional programs. Section I deals with book selection sources, including book selection aids, periodicals, guides and handbooks. Section II covers sources of audiovisual materials, among them general and specialized lists of audiovisual materials for various grade levels, and general and specialized journals which review audiovisual aids. Section III treats sources of multiethnic aids, including teachers' resources for the selection and use of materials, multimedia selection aids, periodicals with literature about or bibliographies of multiethnic materials. (PB)

ED 084 787 EM 011 585

Cowell, Wayne Fosdick, Lloyd  
Collaborative Research in Planning an Approach to Testing and Dissemination of Computer Programs for Research and Development. Final Report.  
Spans Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—77p.; See Also EM 011 584

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Programs, \*Developmental Programs, \*Information Dissemination, \*Material Development, Mathematics, \*Mathematics Materials, Program Descriptions, Program Development, Research

Identifiers—Computer Software, Mathematical, Mathematical Computation, Mathematical Software Advisory Council, Software, Software Certification, Workshop

Three related documents comprise this final report of a project dealing with the creation, testing and distribution of mathematical software. The first summarizes discussions held by the principal investigators with selected experts on mathematical software, the second consists of a working paper for discussion, and the third is a paper which considers the pros and cons of distributing software via different media. The project's research team conferred with about two dozen leaders in the development of mathematical software, originated the concept of a mathematical software alliance, conducted a Software Certification Workshop, and developed techniques for software distribution. The study recommended that an alliance of institutions should be established to provide a focal point for the creation and dissemination of high quality mathematical software and proposed the formation of a Mathematical Software Advisory Council which would be charged to: 1) initiate a program of

research on methods of evaluating mathematical software; 2) assume technical review and policy guidance for selected activities now underway; 3) contract for the development of mathematical software; and 4) provide a plan for the growth of these initial activities. (PB)

ED 084 788 EM 011 588

Grove, Pearce S.  
Nonprint Media Guidelines.  
American Library Association, Chicago, Ill. Task Force on Nonprint Media.

Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audiovisual Aids, \*Cataloging, Classification, Codification, \*Instructional Media, Librarians, Library Standards, \*Library Technical Processes, Media Specialists

Identifiers—Nonprint Media

A task force of librarians and audiovisual specialists produced this set of nonprint media guidelines. It is aimed at resolving the differences among the several guidelines currently available for the cataloging of nonprint materials and at establishing a media code suitable for both manual and automated systems. Rather than being tailored to the activities of any specific library, these guidelines offer recommendations for basic procedures, terminology and codes essential to the organization of all nonprint media. Standards are provided for bibliographic records, cataloging, classification, subject headings, media designations, and media codes. In addition, a short bibliography of basic references for the organization of nonprint media is also appended. (LB)

ED 084 789 EM 011 589

Collins, Allan M. And Others  
Improving Interactive Capabilities in Computer-Assisted Instruction. Semi-Annual Technical Report for Six Months Ending July 31, 1973.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons. Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency; Office of Naval Research, Washington, D.C.

Report No.—BBN-R-2631

Pub Date 31 Aug 73

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, Geography, Geography Instruction, \*Individualized Instruction, \*Interaction, Questioning Techniques, Secondary Grades, \*Teaching Techniques, Technical Reports, \*Tutorial Programs, Tutoring

Identifiers—Block Test Mode, Map Displays, SCHOLAR CAI System

Developments in three areas relating to interactive capabilities on the SCHOLAR computer-assisted instruction (CAI) system are reported. The first section discusses the implementation of two presentation strategies in SCHOLAR -- the Tutorial mode and the Block-Test mode -- and offers a comparative evaluation of these two modes using high school students as subjects. Next, information is presented about an initial study concerning an analysis of tutorial dialogues of how to teach procedural knowledge interactively within SCHOLAR. Finally, details are provided on the addition of a module for teaching geography using the map display and related question-answering facilities recently added to the system. (Author)

ED 084 790 EM 011 590

Dann, Michael H.  
The Videocassette and Video Disc in the Development of the Communications Media.

Children's Television Workshop, New York, N.Y.  
Pub Date 3 Oct 73

Note—25p.; Paper presented at the International Market for Videocassette and Videodisc Programmes and Equipment (3rd, Cannes, France, September 28 through October 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Costs, \*Mass Media, Material Development, \*Programming (Broadcast), State of the Art Reviews, \*Video Cassette Systems, Video Equipment, \*Video Tape Recordings

Identifiers—Software, Video Disc

The videocassette and video disc industries are now at a crucial point, for they have developed



excellent hardware systems without developing the software to accompany them. Nearly half a billion dollars will have been spent on hardware development by 1976, but less than one percent of this amount on software. It is now time for the industry to create a demand for its equipment by producing programs which the public wants but cannot obtain elsewhere, just as the movies, radio and television have done. In order to do this, the videocassette and video disc companies must realize that their primary function is not to convert existing entertainment material to their medium, but to create new programs, including services for hospitals, schools, libraries and commercial institutions. If the industry were to invest \$50 million in software development, a multi-billion dollar industry would come into being within three years. (PB)

**ED 084 791** EM 011 591

**Parikh, Arvind Kumar M.**  
**Report on the Institute for Preparing Media Specialists for Local High Schools, 1972. Final.**  
Dillard Univ., New Orleans, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-72-3589

Note—59p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Audiovisual Aids, Inservice Programs, \*Inservice Teacher Education, Institutes (Training Programs), \*Instructional Materials, \*Instructional Media, Instructional Television, \*Media Specialists, Parochial Schools, Photography, Program Descriptions, Public Schools, Secondary Grades, \*Secondary School Teachers, Summer Institutes

**Identifiers**—New Orleans

An inservice teacher education project was designed to create a cadre of leaders able to initiate and support effective instructional media programs. Twenty secondary teachers from the New Orleans public and parochial school systems participated; there were 14 black teachers and six white, nine males and 11 females. Participants attended a six-week summer institute to receive intensive training in the utilization, production management of instructional media. The curriculum included learning and communication theories, the systems approach to teaching, the use of behavioral objectives, the care and use of audiovisual (AV) equipment, the production of AV materials, and the use of photography and television. Four-hour follow-up sessions were held each Saturday throughout the year. Evaluation indicated that the participants learned to operate AV equipment and acquired production techniques; they also developed positive attitudes toward the use of instructional media and served as leaders for media development programs in their respective schools. (PB)

**ED 084 792** EM 011 593

**Ehoch, Sidney C.**

**Design, Development, and Dissemination of In-Service Training Materials. Final Report.**

Ohio State Univ., Columbus. Coll. of Education.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 73

Grant—OEG-0-72-3593

Note—52p.; A one-year Media Specialist Institute

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Audiovisual Aids, Audiovisual Instruction, Audiovisual Programs, Educational Technology, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Media Specialists, Program Content, Program Descriptions, Program Evaluation, Slides, Tape Recordings

A project was developed at Ohio State University to train people with media backgrounds for special qualifications related to inservice training for public education. The training program had three phases: research and script development for an audiovisual package of inservice training materials; production of the slides, audio tape recording, and related printed materials for the audiovisual package; and field testing of the audiovisual packages with representative audiences of administrators and teachers. A final phase was added late in the academic year during which the program was developed: dissemination and evaluation of the produced audiovisual packages. The participants were either librarians or audiovisual specialists; they made extensive use of a

varied set of consultants from different agencies and institutions as well as the University and its resource facilities. In addition, they participated in a special seminar to develop major papers on inservice training, and produced a part of the audiovisual package. Four evaluation and dissemination conferences were held during Summer, 1973, with good results. Detailed information is appended. (Author/SH)

**ED 084 793** EM 011 594

**Ingham, George E.**

**Fourth Quarter Report 1971-72 EPDA Institute for Preparation of Media Specialists.**

Bridgeport Univ., Conn.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 73

Note—61p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Followup Studies, Individualized Programs, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Instructional Design, Instructional Materials, Instructional Media, \*Instructional Technology, Internship Programs, \*Media Specialists, Media Technology, Program Descriptions, Program Evaluation

**Identifiers**—EDPA Institute, PEP, \*Personal Experience Program

Eight graduate students participated in a year-long institute designed to train media specialists in instructional technology. Each participant constructed an individualized personal experience program (PEP) consisting of an internship in public school, course-work, and miscellaneous learning activities devoted to developing skills, relevant to the preparation of systematized mediated units of work. Posttests indicated that the participants made significant gains in knowledge about instructional media. Participants, project faculty and internship supervisors all rated the internships as highly useful, because the interns developed practical skills in an actual school setting and were able to achieve a multiplier effect by transmitting these skills to other teachers. An evaluation conducted by an independent third party produced results which agreed with the above. Follow-up tracking of the participants revealed that the majority moved directly into responsible positions in innovative media programs; those who returned to classroom teaching used their newly acquired skills to design better teaching-learning experiences. It was recommended that similar institutes which stress individualized programs be developed. (LB)

**ED 084 794** EM 011 595

**Fleming, Malcolm Pett, Dennis**

**Fellowship Program in the Design and Development of Instructional Materials. Final Report.**

Indiana Univ., Bloomington. School of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 72

Grant—OEG-0-9-241591-2041(721)

Note—65p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Educational Technology, Elementary Grades, Graduate Study, \*Instructional Design, \*Instructional Materials, \*Instructional Technology, \*Internship Programs, \*Media Specialists, Program Descriptions, Secondary Grades, Special Education, Specialist in Education Degrees, Vocational Education

A two-year graduate program leading to a specialist's degree was administered to train individuals in the design of instructional materials for elementary, secondary, vocational and special education curricula. The program sought to achieve a multiplier effect by placing its graduates in positions in which they could help other educators to design the instructional software demanded by new technology and also served as a pilot program for other graduate training efforts. Eighteen students constructed individualized programs involving: a) coursework in instructional development, evaluation, the behavioral sciences, administration and curriculum; and b) a year's internship working with a teacher in the field. At the conclusion of the program evaluation indicated that the participants increased their message design skills, process and production skills, and behavioral science knowledge. Their professional growth was also promoted, as evidenced by the fact that most of them planned to begin doctoral programs in instructional

systems technology as a preparation for careers as leaders in instructional design and technology. (PB)

**ED 084 795** EM 011 597

**Sakamoto, Takashi**

**The Development of Educational Technology.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 1 Sep 71

Note—10p.; Bulletin of the UNESCO Regional Office for Education in Asia, v6 n1 Sep. 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Audiovisual Aids, Autoinstructional Aids, Computer Assisted Instruction, Computers, \*Educational Technology, Elementary Grades, \*Instructional Technology, \*National Surveys, Post Secondary Education, \*Programmed Instruction, School Surveys, Secondary Grades, \*State of the Art Reviews

**Identifiers**—\*Japan

The degree to which the concepts of educational technology are penetrating into educational practice in Japan is surveyed. Educational technology is defined as a branch of study in which the results of engineering techniques, information science, the natural sciences, the behavioral sciences and human technology are used to promote efficiency in education. Following this, the uses of various devices such as overhead projectors and videotape recorders are sketched and some preliminary attempts to employ computers in education are reviewed. Lastly, information is provided about the number of schools utilizing programmed instruction, auto-tutorials and other innovative approaches to instruction in various subjects. (PB)

**ED 084 796** EM 011 599

**Hamblen, John W.**

**Production and Utilization of Computer Manpower in U. S. Higher Education.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—ESSO Education Foundation, New York, N.Y.; International Business Machines Corp., Armonk, N.Y.; National Science Foundation, Washington, D.C.

Pub Date 72

Note—6p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Computer Science, \*Computer Science Education, Data Processing, Higher Education, \*Manpower Development, \*Manpower Needs, \*Manpower Utilization, Statistical Surveys, Undergraduate Study

**Identifiers**—Southern Regional Education Board, SREB, SREB Computer Science Project

Statistics on computer manpower in higher education are presented. These are based upon three surveys conducted by the Southern Regional Education Board's Computer Science Project. Regarding manpower production, it is noted that there is a movement toward the use of only two names for academic programs in the area, either computer science or data processing. The number of degree programs doubled in the period from 1966-67 to 1969-70, the number of undergraduate majors enrolled tripled, and the total of graduates quadrupled. Sufficient personnel are now being trained, but programs need upgrading in both facilities and course offerings. In terms of manpower utilization, surveys show that only 50% of the faculty in departments with degree programs have doctorates and that only half of these are in computer science. Finally, the personnel required by these departments to man computer facilities rose from 14,000 to 26,000 in the three-year period covered and ancillary personnel numbered 3,000 in 1970. (PB)

**ED 084 797** EM 011 600

**Hamblen, John W.**

**Using Computers in Higher Education; Past Recommendations, Status, and Needs.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 71

Note—4p.; Communications of the ACM; v14 n11 p709-12 Nov 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Computers, \*Computer Science, \*Computer Science Education, Data Processing, \*Educational Technology, \*Higher Education, National Surveys, Objectives, State of the Art Reviews

**Identifiers**—Pierce Report, Rosser Report

Data from a survey conducted with National Science Foundation support, which was published in December 1970, are reviewed. It is pointed out that, with regard to computers in higher education, national goals stated in the Rosser and Pierce Reports have not been attained. Inspection indicates that quality was lacking in hardware or courses in nearly half the associate and bachelor's degree programs in data processing and computer science offered in 1966-67. The conclusion is reached that more and more computers will be needed in higher education and pleas are made for continuing studies on the status and goals for computing in higher education, for the improvement of degree programs and for a national testing laboratory for educational technology. (Author)

ED 084 798 EM 011 602

*Buckingham, Betty Jo And Others*  
**Information Services; Prepared by the Task Force on School Library Media Information Services Clearinghouse. What, Where, How, When of the State School Library/Media Supervisors Association.**

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.  
Pub Date 73

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Clearinghouses, \*Directories, Educational Development, Educational Research, \*Information Centers, \*Information Dissemination, Information Networks, \*Information Services, Laboratories, Microfiche, \*Research and Development Centers, State Departments of Education

Identifiers—EDRS, Educational Resources Information Centers, ERIC, ERIC Document Reproduction Service, State School Library Media Supervisors Assoc.

The six major sections which comprise this report are designed to provide members of the State School Library Media Supervisors Association with material pertinent to national information services. The first section offers an overview of the Educational Resources Information Center (ERIC), discussing its history, objectives, organization and products and giving a roster of the individual clearinghouses. A list of state dissemination liaison representatives is offered, followed by a directory of the 510 organizations which have standing orders to receive the monthly collections of microfiche which the ERIC Document Reproduction Service distributes. The fourth section contains a bibliography of Putting Research into Educational Practice (PREP) reports, while the fifth names information centers established in various states to assist local agencies in locating educational information. The final portion of the report identifies the Research and Development Centers and Educational Laboratories funded by the National Institute of Education to develop and implement educational innovations. (PB)

ED 084 799 EM 011 603

*Prokosch, Mike*  
**How To Find Money For Your Film. Guide For Student Film Makers; Information on Financing, Producing and Distributing Films Independently. Number One.**

University Film Study Center, Cambridge, Mass. Spons Agency—Richard and Hinda Rosenthal Foundation, New York, N.Y.

Pub Date 73

Note—8p.

Available from—University Film Study Center, Box 275, Cambridge, MA 02138 (\$0.25)

Document Not Available from EDRS.

Descriptors—Film Production, \*Films, \*Financial Support, \*Grants, Guides

Information on financing independent films is provided in this article. Four general hints to the independent filmmaker are provided: to make as many personal contacts as possible, to assess the contact's function in his organization, to scale the proposal to the resources controlled by the contact, and to develop a presentation which sells both the project and its creator. Suggestions about financing two categories of films are then put forth. The first of these is comprised of promotional films produced for schools, charitable institutions, public agencies, educational companies, television, or local industries. The second includes art films financed by flat grants from foundations, corporations and individual investors. Information on film production and distribution is provided in subsequent articles in the series. (PB)

tribution is provided in subsequent articles in the series. (PB)

ED 084 800 EM 011 604

*Prokosch, Mike*  
**Organizing a Film Production. Guide For Student Film Makers; Information on Financing, Producing and Distributing Films Independently. Number Two.**

University Film Study Center, Cambridge, Mass. Spons Agency—Richard and Hinda Rosenthal Foundation, New York, N.Y.

Pub Date 73

Note—12p.

Available from—University Film Study Center, Box 275, Cambridge, MA 02138 (\$0.25)

Document Not Available from EDRS.

Descriptors—\*Budgeting, \*Film Production, Film Production Specialists, \*Films, Guides, \*Organization, \*Planning, Scheduling

Suggestions about general organization and detailed planning for filmmaking are presented in this second in a series of three articles. Technical matters such as the capabilities of various camera systems and comparisons of film stocks are not discussed; mention is made, however, of the best available sources of information on these subjects. Detailed procedures are outlined to assist the filmmaker to 1) develop a budget, 2) organize a shooting plan and production schedule, 3) avoid wasting the time of others, 4) keep up with the shooting, and 5) deal effectively with laboratories. A sample budget is also included. (PB)

ED 084 801 EM 011 605

*Prokosch, Mike*  
**Distribution of Films. Guide For Student Film Makers; Information on Financing, Producing and Distributing Films Independently. Number Three.**

University Film Study Center, Cambridge, Mass. Spons Agency—Richard and Hinda Rosenthal Foundation, New York, N.Y.

Pub Date 73

Note—8p.

Available from—University Film Study Center, Box 275, Cambridge, Massachusetts 02138 (\$0.25)

Document Not Available from EDRS.

Descriptors—\*Contracts, Film Production, Film Production Specialists, \*Films, Guides, \*Marketing, \*Merchandising

Six major topics relating to film distribution are discussed in this last of a series of three articles. The first topic deals with contracts, including matters such as the possession of the original material, the production of prints, granting of rights, advance payments and income percentages, legal advice, breach of contract and liability. Following this are some general considerations about distribution, a review of the problems associated with self-distribution, and advice about how to select a distributor. The fifth major section covers festivals and publicity and the article concludes with a review of the possibilities for distribution via television. (LB)

ED 084 802 EM 011 606

*McHale, John*  
**The Changing Information Environment: A Selective Topography.**

State Univ. of New York, Binghamton. Center for Integrative Studies.

Spons Agency—Conference Board, Inc., New York, N.Y.

Pub Date 72

Note—62p.

Available from—Dr. John McHale, Director, Center for Integrative Studies, School of Advanced Technology, State University of New York, Binghamton, New York 13901 (\$3.50)

Document Not Available from EDRS.

Descriptors—Community Resources, Decision Making, Environmental Influences, Human Resources, \*Information Science, Information Services, Information Systems, Information Utilization, Social Change, \*State of the Art Reviews, \*Technological Advancement

A principal output of the study, "Information Technology: Some Critical Implications for Decision Makers 1971-1990," this paper is an attempt at a selective cognitive mapping that addresses some of the key topics from different angles and perspectives in a manner that might assist in their more comprehensive and interrelated assessment. Topics presented include the changing information

environment, changes in the nature of resources, impacts on institutions—business, education, and politics, and global aspects. Issues and questions are raised in a concluding chapter. (Author/SH)

ED 084 803 EM 011 607

*Klahr, David Wallace, J. G.*  
**The Role of Quantification Operators in the Development of Conservation of Quantity.**

Spons Agency—Ford Foundation, New York, N.Y.; Social Science Research Council, London (England).

Pub Date 73

Note—27p.

Available from—Academic Press, Inc., 111 Fifth Ave., New York, New York 10003

Journal Cit—Cognitive Psychology; v4 p301-27 1973

Document Not Available from EDRS.

Descriptors—\*Cognitive Development, \*Cognitive Processes, \*Concept Formation, \*Conservation (Concept), Developmental Psychology, Developmental Tasks, Human Development, Maturation, Mental Development, Models, \*Preschool Children, Research

Identifiers—Conservation of Quantity, Counting, Estimation, \*Quantification Operators, Quantification Tasks, Subitizing

An analysis of the quantitative processes underlying conservation of quantity is presented. Models of three quantitative operators—subitizing, counting, and estimation—are derived from adult performance in quantification tasks, and some features of the operators are described. The emergence of conservation is described in terms of the development both of the operators and of a set of rules which evokes them and coordinates their results. Empirical data related to the developmental data are discussed. (Author)

ED 084 804 EM 011 608

*Klahr, David*  
**Quantification Processes.**

Pub Date 73

Note—32p; Reprinted from Visual Information Processing, 1973

Available from—Academic Press, Inc., 111 Fifth Ave., New York, New York 10003

Document Not Available from EDRS.

Descriptors—\*Cognitive Development, \*Cognitive Processes, Developmental Psychology, Educational Research, Human Development, \*Information Processing, \*Models

Identifiers—Counting, Estimation, Quantification Operators, \*Quantification Processes, Subitizing

Experiments dealing with quantification processes in adults were run as part of an attempt to formulate an information processing model of cognitive development. The existence of three quantification operators—subitizing, counting and estimation—was first postulated. Experiments were then designed to refine the parameters which define the functioning of these operators and to determine the effects of certain stimulus variables upon the subitizing operator. Results indicated that a sharp discontinuity in the response time needed to assess the number of stimuli (n) occurred when n was greater than five. When n was in the moderate range subjects were found to count the stimuli, and for cases when n was more than 20 the process of estimation was used. (LB)

ED 084 805 EM 011 609

*Klahr, David*  
**A Production System for Counting, Subitizing and Adding.**

Pub Date 73

Note—20p; Reprinted from Visual Information Processing, 1973

Available from—Academic Press, Inc., 111 Fifth Ave., New York, New York 10003

Document Not Available from EDRS.

Descriptors—Addition, \*Cognitive Processes, \*Information Processing, \*Models, Program Descriptions, Programming Languages

Identifiers—Counting, Production System Version G, Programming Language, PSQ Production Systems, Quantification Operators, \*Quantification Processes, Subitizing

An explicit model of the process of quantification which involves the operations of subitizing and counting is described. The general model states that quantification of n items takes place via subitizing when n is less than five and via subitizing and addition (that is, counting) when n is

five or larger. The explicit model is stated in the form of a production system, which consists of a collection of independent rules, or productions, each of which is stated in the form of a condition and an action. A special programming language (PSG) which allows users to observe the sequential consequences of their models and to provide inputs for subprocesses is described. An example of the model is presented in order to demonstrate some features of PSG and the conclusion is reached that the model can coordinate subitizing and adding in a way that is fairly true to the empirical data. (LB)

**ED 084 806** EM 011 611

Shores, Louis

**Audiovisual Librarianship: The Crusade for Media Unity, 1946-1969.**

Pub Date 1 Oct 73

Note—160p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$8.50)

**Document Not Available from EDRS.**

Descriptors—\*Audiovisual Aids, \*Audiovisual Centers, Audiovisual Communication, Books, Communication (Thought Transfer), Coordinators, Instructional Aids, \*Instructional Materials, \*Instructional Media, Librarians, Libraries, \*Library Education, Library Instruction, Library Science, Media Specialists, School Libraries

Identifiers—\*Generic Book

Nineteen articles by Louis Shores are presented in this volume. These develop the idea of the "generic book" as being the sum total of man's communication possibilities and trace the crusade for media unity which has culminated in the acceptance of the concept of instructional materials, encompassing the narrower concepts of both libraries and audiovisual aids, as the most useful approach to learning materials. The first part of the volume is comprised of six articles dealing with the generic book; following this, the second major section offers five essays which focus upon the materials center. Part III treats the media college and in the concluding portion, five articles which cover various aspects of media education are presented. An appendix listing some landmarks along the way to media unity and a selected bibliography are also included. (LB)

**ED 084 807** EM 011 614

**Annual Survey and Analysis of Educational Media Producers' Sales 1972. Revised Edition.**

National Audio-Visual Association, Fairfax, Va. Educational Media Producers Council.

Pub Date 73

Note—22p.

Available from—Educational Media Producers Council, 3150 Spring Street, Fairfax, Virginia 22030 (\$37.50)

**Document Not Available from EDRS.**

Descriptors—Annual Reports, \*Audiovisual Aids, \*Instructional Aids, \*Instructional Materials, \*Instructional Media, Marketing, \*Statistical Surveys

Identifiers—Media Sales

Statistics are presented relating to the domestic dollar sales of audiovisual and other non-textual materials to educational institutions. The scope of the data compiled this year has been broadened to include sales by type of customer and number of units and to cover new categories of media such as games, manipulatives and realia. Audiovisual-oriented and print-oriented multimedia kits are also distinguished. The various tables deal with: 1) sales by product format; 2) share of market, 1966-72, by format; 3) annual rank order of market share, by format; 4) building versus district sales; 5) annual growth rate, 1968-72; 6) five year growth rate, 1968-72; 7) sales by subject area; 8) sales by grade level and type of customer; 9) domestic versus foreign sales; 10) number of units sold; and 11) audiovisual versus textbook sales. A copy of the survey questionnaire and a list of reporting producers are appended. (LB)

**ED 084 808** EM 011 617

Winkler, Stanley, Ed.

**Applications of Learning Technology: Progress and Problems. The Second Symposium on Cost Effective Learning Through the Application of Computer Technology (February 21-22, 1973, Washington, D.C.).**

National Security Industrial Association, Washington, D.C.; Society for Applied Learning Technology.

Pub Date 73

Note—419p.

Available from—National Security Industrial Association, Dept. ACT, Suite 700, 740 15th Street, N.W., Washington, D.C. 20005

**Document Not Available from EDRS.**

Descriptors—Career Education, Communication Satellites, Computer Assisted Instruction, Computers, \*Computer Science, Conference Reports, \*Cost Effectiveness, \*Educational Technology, Government Role, Health Occupations Education, \*Instructional Technology, International Programs, Learning Processes, Policy, Skill Development, State of the Art Reviews, \*Symposia

Identifiers—Software Development

High level officials from government, industry and the educational community met to consider the importance of technology in training and education. The symposium created a forum for the discussion of issues relating to the current state of the art of learning technology, the expanding range of applications of educational technology, the future prospects of technology in education, cost-effective technological developments, and policy and technical implications involved in the future growth of technology. Specific topics considered at the general sessions included: 1) responsibility for applying technology to training; 2) the government's role in training technology in the health professions; 3) computers and satellites for training and education; 4) international applications of educational technology; 5) business and government issues in the use of technology in training and education; 6) advanced instructional technology. Six technical presentation seminars focused upon maintenance training, skills training, educational technology in schools and colleges, software development, cost-effectiveness criteria and career education. (Author/LB)

**ED 084 809** EM 011 620

Hawkrige, David

**Problems in Implementing Computer-Managed Learning.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 73

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, \*Computer Assisted Instruction, \*Computers, Computer Storage Devices, Diagnostic Teaching, \*Individualized Instruction, Information Storage, Man Machine Systems, Problems, State of the Art Reviews

The demand for computers to help manage learning comes mostly from those engaged in attempts to individualize education, who have discovered a need for computers to help them make decisions and organize their data. This paper considers the problems that can arise in implementing computer-managed learning by indicating what has happened in existing, operational projects. First, it describes some of the problems in diagnostic assessment of learners—the process of discovering what repertoire of behavior each learner has already acquired and where the gaps are in that repertoire. Second, the paper examines problems in the generation, analysis, and banking of test items. Next, problems in the selection of a particular sequence of objectives for an individual student by the computer are discussed, and finally, some of the problems that teachers and students experience in using the computer system are identified. (Author/SH)

**ED 084 810** EM 011 622

Hornik, Robert C. And Others

**Television and Educational Reform in El Salvador. Final Report.**

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Academy for Educational Development, Inc., Washington, D.C.

Pub Date Aug 73

Note—183p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Academic Aspiration, Academic Performance, Aspiration, Cost Effectiveness, Demography, \*Educational Change, Educational Technology, \*Instructional Television, Program Costs, \*Program Evaluation, Student Attitudes, Teacher Attitudes, Teacher Behavior

Identifiers—\*El Salvador

Standord University's Institute for Communication Research was asked in 1968 to conduct an evaluation of a new instructional television (ITV) system in El Salvador: to study the effects of ITV

on El Salvador's school system; to derive conclusions from the experience that might help guide other nations interested in applying instructional technology; and to contribute through research to the development of the ITV system. The first chapter identifies the context of the evaluations and traces the origins of El Salvador's ITV system. The second chapter presents the results of four years of research on learning, while the third chapter presents a picture of student attitudes across the four years of research. Students' educational and occupational aspirations are summarized in the fourth chapter, and background information of the students, their schools, and their communities is presented in the fifth chapter. The next few chapters report studies of teacher attitudes and behavior, studies of the efficiency and cost of the new system, and an administrative history of ITV. A final chapter reviews El Salvador's ITV system and concludes with a brief discussion of some alternative strategies for the use of instructional technology to expand educational opportunity. (Author/SH)

**ED 084 811** EM 011 627

Howard, Bruce

**About Television Reality and Performance.**

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Endowment for the Arts, Washington, D.C.

Pub Date 73

Note—24p.; See Also EM 011 628 through EM 011 630

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Broadcast Industry, \*Commercial Television, Drama, \*Realism, Social Change, Technological Advancement

The author presents the argument that television reality is a new kind of performance in our environment: we don't respond to it and it doesn't acknowledge our presence. The images and sounds of television reality are "its", and our human organisms must be disconcerted by these "its" occurring in the privacy of our homes. We are being taught to accept the convention of two dimensional pictures and three dimensional sounds in private space, and we are being asked to accept both actors and non-actors, narratives and non-narratives together with life-like natural sound as real. The danger in this is that we may be giving up our capacities for response to authors so distant and alien to our own personal intentions that we may never be able to make contact with them. Citizens of a democratic republic cannot afford distant authorities, yet we sit and move in the presence of television without being seen or heard by the performers. Continuing this way, we may be forced to discover one day that all experience for us has become a metaphor, a symbol, a surrogate for something else. (SH)

**ED 084 812** EM 011 631

Duane, James E. Fitt, Stephen D.

**The Design of Personalized Multi-Mode Courses in Higher Education.**

Utah Univ., Salt Lake City. Div. of Instructional Systems and Learning Resources.

Pub Date 73

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Design, \*Curriculum Development, \*Educational Change, Higher Education, Independent Study, Large Group Instruction, Small Group Instruction, Student Projects

A method to effectively organize new courses of instruction or reorganize existing courses of instruction is readily adaptable to most subject areas and can be developed with limited funding. The four modes of the multi-mode course are large group assemblies, small group discussion sessions, self-instructional learning laboratories, and individual projects. (RH)

**ED 084 813** EM 011 632

Duane, James E.

**Let's Piggyback and Forget Complexity.**

Utah Univ., Salt Lake City. Div. of Instructional Systems and Learning Resources.

Pub Date 73

Note—6p.; Preprint from Utilizing Instructional Media

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—College Instruction, \*Copyrights, \*Educational Television, Higher Education, \*Instructional Television, \*Programming (Broadcast), Secondary Education, Television Curriculum, \*Video Tape Recordings

The value of instructional television for universities and public school systems has often been swallowed up in the complexities of producing programs. Television can be better used in the classroom as an instructional resource, taking advantage of already produced programming that is available from sources such as the Public Broadcast Service. Schools should work closely with their local educational television stations (ETS) both to obtain access to these programs and so that a balanced variety of programming is broadcast by the ETS that will be useful to all the schools in a given area. When conflicts arise, schools can tape broadcast programs and make them available when they can be effectively used. This suggestion raises the question of copyright laws; the legality of nonprofit use of recorded materials is not clear, although there are guidelines available that suggest that a program may be taped for one-time use. A Piggyback unit, or a cart with a color television and a videotape playback machine, is an effective means of presenting the program once it is taped. (SH)

ED 084 814 EM 011 633  
Duane, James

Utilizing Instructional Media. A Set of Twelve Self-Instructional Packages.

Utah Univ., Salt Lake City. Div. of Instructional Systems and Learning Resources.

Pub Date 73

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Instruction, Course Descriptions, Films, Filmstrip Projectors, Filmstrips, Independent Study, Individualized Instruction, Instructional Aids, Instructional Materials Centers, \*Instructional Media, Instructional Television, \*Manuals, Media Selection, Opague Projectors, Overhead Projectors, Photography, Programmed Instruction

A course was designed to provide an introduction to the various types of instructional media that are currently being utilized for instructional purposes. Students were taught to list the characteristics and advantages of the different types of instructional media, to explain and justify procedures for effectively integrating media into instructional units, and to set up and operate the most commonly used media equipment. This manual first describes the course, its requirements and examinations, and provides a sample individual student progress report and equipment operation objectives. Twelve self-instructional packages to be used as guides through the course subject matter are presented: motion picture film and film projection; filmstrips; individualized instruction; media utilization; overhead and opaque projection; instructional media centers; instructional audio; instructional television; selection and evaluation of educational media; 8mm film and film loops; photography; and programed instruction. (Author/SH)

ED 084 815 EM 011 634

Finkelstein, Norman H.

Communications Through Media: A Career Program for High School Students.

Brookline Public Schools, Mass.

Pub Date Nov 73

Note—8p.; Paper presented at the New York State Educational Communications Convocation (Grossinger's, New York, November 6 through 9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, \*Career Education, \*Communications, Electronics, Equipment Maintenance, Grade 9, Graphic Arts, \*Instructional Media, Photography, Program Descriptions, Radio, Secondary Grades, \*Secondary School Students, Television, Vocational Development, \*Vocational Education

Identifiers—Brookline Public School System, Massachusetts

The Brookline, Massachusetts, Public School System's career education program includes a Communications Through Media curriculum. The four-year sequence is designed primarily for students oriented to media careers, but is also open to others with media interests. The program's core course is taught in the 9th grade and seeks to acquaint students with the world of media.

Content includes basic communications theory, audiovisual management, photography, projection, audio and video recording, production of materials, and equipment maintenance and repair. Field trips are undertaken and practical paid work experiences are available if desired. The course is under the direct control of one faculty member, with assistance contributed by other specialists, and is housed in an instructional media laboratory. Other available facilities include a darkroom, graphics and television studios, and an electronics shop. Upon completion of the core course, students elect other courses in areas such as Electronics, Graphics, Multimedia, and Radio and Television Broadcasting. (LB)

ED 084 816 EM 011 635

White, Mona E. And Others

Comprehensive Achievement Monitoring for Science. Symposium; National Association of Biology Teachers, San Francisco, California, October 27, 1972.

Sequoia Union High School District, Redwood City, Calif.

Pub Date 27 Oct 72

Note—29p.; See also EM 011 636 and EM 011 637

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement, \*Behavioral Objectives, Biology Instruction, Chemistry Instruction, Computer Oriented Programs, \*Computers, \*Diagnostic Teaching, Feedback, \*Individualized Instruction, Learning Activities, Performance Criteria, Performance Tests, Program Descriptions, Program Evaluation, Program Improvement, Secondary Education

Comprehensive Achievement Monitoring (CAM) is a system designed to provide a curriculum defined in terms of performance objectives, test items to measure student performance on each objective, a set of comparable test forms to evaluate performance, testing throughout the period of the course, computerized analysis and reporting of results after test administration, interpretation of results by teachers and students leading to decisions on curriculum and study priorities, and modification of curriculum, instructional activities, and CAM. This report describes the system, its strength, its computerized feedback system, and then provides the CAM design for biology at Menlo-Atherton High School (1972-1973), and the CAM designs for chemistry at San Carlos High School (1971-1972). (Author/SH)

ED 084 817 EM 011 636

Easter, John And Others

Using Comprehensive Achievement Monitoring in the Classroom. Symposium; California Educational Research Association, San Jose, California, November 9, 1972.

Sequoia Union High School District, Redwood City, Calif.

Pub Date 9 Nov 72

Note—43p.; See Also EM 011 635 and EM 011 637

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Algebra, \*Behavioral Objectives, Computer Oriented Programs, \*Computers, Decision Making, \*Diagnostic Teaching, Educational Philosophy, English Instruction, Feedback, Geography Instruction, \*Individualized Instruction, Learning Activities, Performance Criteria, Performance Tests, Program Descriptions, Program Evaluation, Program Improvement, \*Secondary Education

Comprehensive Achievement Monitoring (CAM) is a system designed to provide a curriculum defined in terms of performance objectives, test items to measure student performance on each objective, a set of comparable test forms to evaluate performance, testing throughout the period of the course, computerized analysis and reporting of results after test administration, interpretation of results by teachers and students leading to decisions on curriculum and study priorities, and modification of curriculum, instructional activities, and CAM. This report overviews the CAM philosophy, and then describes a practical application of CAM in beginning algebra at Carlmont High School, the CAM basic reading skills program at Menlo-Atherton High School, the application of CAM for English at Notre Dame High School, and CAM and teacher decision-making for the team Geography program at Sequoia High School. (SH)

ED 084 818 EM 011 637

Easter, John And Others

Comprehensive Achievement Monitoring in the Sequoia Union High School District. Symposium; California Educational Data Processing Association, December 8, 1972.

Sequoia Union High School District, Redwood City, Calif.

Pub Date 8 Dec 72

Note—40p.; See also EM 011 635 and EM 011 636

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement, Behavioral Objectives, Computer Oriented Programs, \*Computers, \*Diagnostic Teaching, Earth Science, Educational Philosophy, Feedback, \*Individualized Instruction, Learning Activities, Mathematics Instruction, Performance Criteria, Performance Tests, Program Descriptions, Program Evaluation, Program Improvement, Reading Instruction, Secondary Education, \*Testing

Identifiers—CAM, \*Comprehensive Achievement Monitoring

Comprehensive Achievement Monitoring (CAM) is a system designed to provide a curriculum defined in terms of performance objectives, test items to measure student performance on each objective, a set of comparable test forms to evaluate performance, testing throughout the period of course, computerized analysis and reporting of results after test administration, interpretation of results by teachers and students leading to decisions on curriculum and study priorities, and modification of curriculum, instructional activities, and CAM. This report offers the CAM philosophy, discusses the five different types of computerized feedback—individual student reports, group summary reports, teacher summary reports, form analyses, and curriculum analyses—and provides examples of each. The CAM data processing system is detailed, and then the CAM program in mathematics at Ravenswood High School (1970-1973), the CAM program for earth science at San Carlos High School (1969-1973), and the CAM program in basic comprehension skills in reading at Woodside High School are described. (SH)

ED 084 819 EM 011 638

Working Paper for the Revision of San Francisco's Cable Franchise.

San Francisco Public Library, Calif. Video Task Force.

Pub Date 1 Sep 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cable Television, Citizen Participation, City Planning, Communications, \*Community Involvement, \*Community Planning, \*Government Role, Guides, Mass Media, Telecommunication

Identifiers—CATV, Federal Communications Commission, \*Franchising, Regulation, San Francisco, San Francisco Cable Communications Master Plan

Ideas are presented for the revision of San Francisco's cable franchise. The recommendations in the report are based upon national research of library and urban use of cable communications and are designed to help the city's present and future cable franchises to comply with the regulations of the Federal Communications Commission by March 31, 1977. Part I contains a checklist of franchise revision factors, including matters such as: length of franchise, construction, access channels, cable regulatory agency, franchise fees, rates for service, the continuance and discontinuance of service, technical standards, employment requirements and consumer complaints. Part II presents a San Francisco Cable Communications Master Plan which covers: community involvement, construction considerations and recommendations, video production centers, leased access and public access councils. (PB)

ED 084 820 EM 011 639

Gailey, Frances

An Analysis of Development/Use Time Ratios for a Computer Assisted Instruction Unit On Basic Household Electricity.

Pub Date Aug 73

Note—9p.; Paper presented at Association for the Development of Computer-Based Instructional Systems (Ann Arbor, Michigan, August 7 through 9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authors, \*Computer Assisted Instruction, Consumer Science, Curriculum Design, \*Curriculum Development, Educational Research, Electricity, Higher Education, \*Home Economics, \*On Line Systems, \*Time Identifiers—\*CAI Development Use, Heelec, Time Ratios

A study was designed to develop to operational status a computer-assisted instructional (CAI) unit on household electricity for an introductory course in household equipment. A second purpose of the project was to obtain data on development time in relation to student on-line time. The unit consisted of four modules, one each on electrical terms, safe use of electricity, a household circuit game, and the cost of electricity. A CAI unit called "heelec" was prepared, evaluated by its users and judged acceptable by students and instructors. Development time was comprised of author time and computer related activity time; records showed that author time and computer related activity were nearly equal for each of the four modules, thus supporting the conclusion that two distinct kinds of specialists—content authors and computer personnel—are needed to develop CAI units. The ratio of total development time to student on-line time was 137:1. (LB)

ED 084 821 EM 011 640

Hayes, Joan Kheriaty, Larry  
The Enhancement of Interactive Computing for CAI Users Through Development of a Multilingual Interpreter.

Western Washington State Coll., Bellingham.

Pub Date Aug 73

Note—6p; Paper presented at the Summer Meeting of the Association for the Development of Instructional Systems (Ann Arbor, Michigan, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, \*Computer Programs, Computer Science, Higher Education, \*Machine Translation, \*Man Machine Systems, Program Descriptions, \*Programming, \*Programming Languages

Identifiers—APL, Front End Processors, Generalized Interpreter, \*Multilingual Interpreter, Scanning

The Multilingual Interpreter (MI), a language processor capable of executing more than one language, is being used at Western Washington State College to enhance interactive computing for computer-assisted instructional (CAI) users. The MI's two major functions are, first, that of scanning and translating a source language into internal interpretive code, accomplished by programs called front-end processors, and, second, that of interpreting, or executing the internal code, accomplished by a program called the generalized interpreter. As a result, unsophisticated users are equipped with an easy-to-learn language whose power can continue to satisfy them as their needs increase in complexity. APL is also provided despite the fact that the available core is limited to 84k. (PB)

ED 084 822 EM 011 641

Perry, Robert P.

LRC Computer Network.

Mercer County Board of Education, Princeton, W. Va.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Computer Science Education, \*Consortia, Low Ability Students, Mathematics Instruction, Program Descriptions, \*Rural School Systems, Science Instruction, Secondary Grades, Secondary School Mathematics, Secondary School Science Identifiers—Educational Computer Networks, West Virginia

A consortium of small rural school districts in West Virginia was created to sponsor a regional educational computer network. The project sought to provide computer science education for selected students, to complement science and mathematics instruction through computer-assisted instructional (CAI) problem-solving activities, and to aid administrative services. Seventy-five teachers received training and participated, along with 2000 secondary students. In general, it was found that the computer per-

formed calculations well, relieved students of tedious tasks, aided evaluations, promoted problem-solving and discovery learning, improved instruction and motivated students and teachers. All of the 647 students who took the computer science course passed at least 80% of the performance objectives and 90% of them used their skills afterwards. In the math and science courses, pre- and posttests of selected units revealed an improvement of 40% in student performance after five hours of CAI instruction. Low ability students using CAI showed marked gains in both reading and math, and administrative tasks were successfully handled by the computer. Thus, it was concluded that consortia of small districts could justify the expense of a computer network. (LB)

ED 084 823 EM 011 642

Taylor, Curtis L. And Others

Use of Inferred Objectives With Non-Objectives Based Instructional Materials.

Arizona State Univ., Tempe.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Pub Date Oct 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Behavioral Objectives, \*Cognitive Objectives, \*Educational Objectives, Educational Research, Higher Education, Instructional Films, \*Instructional Materials, Learning, \*Objectives

Identifiers—Advanced Organizers

An experiment was conducted to determine the effect of providing learners with instructional objectives prior to instruction with non objectives-based materials. The objectives of these materials were inferred by the researchers. Sixty-four university students were randomly assigned to treatment groups in which they received either no objectives, a partial list of objectives, or a complete list of objectives for an instructional film viewed together by all groups. Mean scores on an 18-item criterion test, which contained one item per objective, were significantly higher for subjects receiving objectives than for those receiving no objectives. Learners who received partial lists of objectives performed as well or slightly better on the test portion for which they received no objectives. It was thus concluded that providing objectives to students prior to presenting instructional materials not based on objectives facilitates student performance and that presentation of partial lists of objectives did not appreciably limit the students' attention to content for which they had received objectives. (Author)

ED 084 824 EM 011 643

Luskin, Bernard J. Ruth, Monty W.

Computers in Communications and Education at Coast Community College District.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Aug 73

Note—5p; Paper presented at the Association for Computing Machinery Annual Conference (Atlanta, Georgia, August 27-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Colleges, \*Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, Faculty Fellowships, \*Instructional Programs, \*Instructional Systems, \*Instructional Technology, Junior Colleges, Microfiche, Program Descriptions

Identifiers—California, Cathode Ray Tubes, Coast Community College District, CRT, IBM System 370 Model 155 Computer, Microfiche Image Projection Devices, ORACLE System, Orange County

Coast Community College District in Orange County, California is a leader among community colleges in the instructional use computers. The district's hardware consists of an IBM system 370 model 155 computer, over 80 typewriter terminals, 12 cathode ray tubes (CRT), and several microfiche image projection devices. Better than 700 computer-assisted instructional (CAI) units are currently in use in a wide range of subjects from accounting to zoology, including such non-traditional areas as photography and electronic trouble-shooting; furthermore, graphic display devices supplement instruction by providing visual communication. The ORACLE system provides a data bank of questions from which exams can be compiled, tests scored, item analyses con-

ducted and student files generated. Faculty involvement is high and is reinforced by a fellowship program and the district further supports CAI through its Office of Educational Planning and Development and its campus Directors of Learning Resources. All in all, the computer is an integral part of the student's instructional program and the learning systems developed in the district serve as models for other colleges. (LB)

ED 084 825 EM 011 644

De Troismonts, Roberto Couture

School for Documentalists and Special Librarians.

Pub Date Nov 71

Note—7p; Paper presented at the International Conference on Training for Information Work (Rome, Italy, November 15 through 19, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, Librarians, \*Library Education, \*Library Instruction, \*Library Schools, \*Library Science, Program Descriptions

Identifiers—La Plata National University Argentina, LPNUA, LPNUA School Documentalists, Special Librarians

A description of the School for Documentalists and Special Librarians of La Plata National University in Argentina is provided. Some background material pertinent to the founding of the School is presented and the administrative relationship of the School to the University is discussed. Entrance requirements are specified, the course of study is outlined and the types of degrees awarded are listed. (PB)

ED 084 826 EM 011 645

Meeting of Experts on the Education of the Filmmaker for Tomorrow's Cinema.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 6 Sep 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, \*Education, Film Production, \*Film Production Specialists, Films, \*International Organizations, \*International Programs, Television, \*Training

Identifiers—Belgrade, Yugoslavia

A summary of the discussions held by the participants in a 1972 conference on the education of filmmakers in Belgrade, Yugoslavia, is presented. Subjects considered at the meeting included: 1) cinema and television as instruments of culture in contemporary society; 2) the education of the filmmaker as both artist and craftsman; 3) technological and social changes influencing the education of the filmmaker; 4) the diversification of audiences and new distribution methods; and 5) new concepts in cinema education, including interdisciplinary programs and problem-oriented studies and projects. In addition 18 recommendations formulated by the experts in attendance are presented. These deal mainly with the specific kinds of activities relevant to cinema projects and education which the majority of the participants felt it was worthwhile for the United Nations Educational, Scientific and Cultural Organization to support. (Author/PB)

ED 084 827 EM 011 647

Edwards, Perry Broadwell, Bruce

"Mini", "Midi" and the Student.

Sierra Coll., Rocklin, Calif.

Pub Date 7 Dec 72

Note—15p; Paper presented at the CED-PA/CECC Joint Conference (Palo Alto, California, December 7 & 8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, \*Computers, \*Computer Science, \*Computer Science Education, Costs, \*Junior Colleges, Problem Solving, Program Descriptions

Identifiers—Data General Nova Computer, Logical Problem Solving, Midicomputers, Minicomputers, \*Mini Midi Program, National Cash Register Century 100 Computer

Mini- and midi-computers have been introduced into the computer science program at Sierra College to afford students more direct contact with computers. The college's administration combined with the Science and Business departments to share the expense and utilization of the program. The National Cash Register Century 100 and the Data General Nova computers were acquired; the total hardware costs amounted to about \$4600 per month. In addition to perform-

ing various administrative tasks, the Mini-Midi program is used in computer science courses to teach students how to work with computers, using logical problem solving methods. Student demand for these courses is high and their success rate in them is encouraging. Thus, the Mini-Midi combination is meeting the computing needs of the diverse programs at the college and is providing students with access to the hardware, all at a reasonable cost. (PB)

ED 084 828

EM 011 648

Peckham, Herbert D.  
Computing In the Community Colleges—Fact and Fancy.

Gavilan Coll., Gilroy, Calif.

Pub Date Aug 73

Note—8p.; Paper presented at the Association for Computing Machinery Annual Conference (Atlanta, Georgia, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Capital Outlay (for Fixed Assets), \*Community Colleges, \*Computer Assisted Instruction, Computer Oriented Programs, \*Computers, Cost Effectiveness, \*Costs, Junior Colleges, \*Man Machine Systems, Operating Expenses, State of the Art Reviews

The best way to introduce computers into the instructional program of the small community college is to start with an inexpensive interactive system devoted primarily to campus instructional needs and financed by the college itself. This runs counter to the predominant idea that the optimum procedure is to begin with remote terminals connected to a large computer located elsewhere and to limit the initial effort to batch processing, but there is good evidence available to support violating the conventional wisdom. Analysis of data indicates that, contrary to general belief: 1) it is cheaper to operate a small on-site system than to pay for remote computing services; 2) the overhead and operating costs for a small system are not beyond the means of a small college; 3) cost is not the chief obstacle to the implementation of computer-assisted instruction (CAI); 4) government projects offer little help to the community colleges; 5) interactive capabilities are essential; and 6) CAI research and innovation can be done at the community college level, where resistance to change is often less than at the larger universities. (PB)

ED 084 829

EM 011 649

Olds, Dan W.

A Program for Simulated Thermodynamic Experiments.

Wofford Coll., Spartanburg, S.C.

Pub Date Jun 73

Note—11p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18 through 20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computer Based Laboratories, Data Analysis, Higher Education, \*Laboratory Experiments, Physics, \*Physics Curriculum, Physics Instruction, Program Descriptions, Science Experiments, \*Simulation, Thermodynamics, Undergraduate Study

Identifiers—FORTRAN

A time-sharing FORTRAN program is described. It was created to allow a student to design and perform classical thermodynamic experiments on three models of a working substance. One goal was to develop a simulation which gave the student maximum freedom and responsibility in the design of the experiment and provided only the primary experimental results, thereby affording him practice in planning and data analysis. The specific purpose was to develop a program the student could use to perform simulated thermodynamics experiments. The decisions about experimental variables to measure and control, and the values to use, were made by the student, although they could have been added to the program. An attempt was made to provide, as output, only those variables which are directly measurable in the laboratory. For example, if an assignment required the measurement of the specific heat vs. temperature curve for a given substance, the student must accept the limiting fact that specific heat is not directly measurable and must define what other parameters to measure, what conditions to use, and what analysis to make. (Author)

ED 084 830

EM 011 650

Tuinstra, Kenneth E.

Teaching Population Ecology Modeling by Means of the Hewlett-Packard 9100A.

Westmont Coll., Santa Barbara, Calif.

Pub Date Jun 73

Note—12p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18 through 20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, \*Computer Assisted Instruction, Demography, \*Ecology, Higher Education, \*Mathematics, Models, \*Population Education, Program Descriptions, \*Simulation, Systems Approach, Undergraduate Study

Identifiers—Hewlett Packard 9100A, Lotka Volterra Predation Equations

The incorporation of mathematical modeling experiences into an undergraduate biology course is described. Detailed expositions of three models used to teach concepts of population ecology are presented, including introductions to major concepts, user instructions, trial data and problem sets. The models described are: 1) an exponential/logistic model of population growth; 2) a competition model; and 3) a model of the Lotka-Volterra predation equations for a system of two interacting predators. Some reasons for the increased use of mathematical modeling and systems theory are sketched, and the points are made that early exposure to mathematical modeling helps students to see the relationships between models and the real world, enables them to grasp the relevance of mathematics to biology, and gives them an introduction to important theoretical ideas. Finally, the ideal model is described as one which is consistent, clear in its directions to students, and rapid in response to input. (PB)

ED 084 831

EM 011 651

Gillis, Arthur C. Woodward, Arthur S.

Administrative Guidelines for the Relationship Between Departmental Resource Centers and Media Centers.

Quincy Public Schools, Mass.

Pub Date Jun 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Policy, Administrator Guides, Budgeting, \*Educational Administration, Elementary Grades, Information Retrieval, \*Instructional Materials Centers, Library Circulation, Library Technical Processes, Public School Systems, \*Resource Centers, Secondary Grades

The official administrative guidelines for the relationship between departmental resource centers and centers in the Quincy, Massachusetts school system are specified. Resource centers are defined, their functions listed, relevant administrative responsibilities identified, and budget and ordering procedures detailed. Parallel specifications are provided for media centers, and further directions are given for the purchase and housing of their materials, for circulation procedures and for information retrieval. (PB)

ED 084 832

EM 011 653

Roos, David E. And Others

Educational Television in New York State; Program Audit 3.1.73.

New York State Legislative Commission on Expenditure Review, Albany.

Pub Date 6 Jul 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, \*Educational Television, Elementary Grades, Higher Education, \*Instructional Television, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, Programming (Broadcast), \*Public Television, Secondary Grades, State Surveys, Statewide Planning, Television

Identifiers—ETV, ITV, \*New York State, NYS, PTV, State University of New York, TV

The development, organization, operation, programming and financing of educational television (ETV) in New York State (NYS) are reviewed. Legislative intent and authorization for ETV—which includes both public television (PTV), open to the general public, and instructional television (ITV), usually designed for specific classroom instructional purposes—are discussed, and television's (TV) effectiveness in terms of

educational purposes and potentials is evaluated. The report begins with a general review of ETV in NYS and then investigates the effectiveness, material sources, logistical services and productivity of classroom TV at the primary and secondary levels. Chapter III analyzes classroom TV in the State University, including its development, administration, potential utilization, cost-effectiveness and reasons for its current underutilization. PTV in the state is surveyed, with attention devoted to its instructional services, public programming, program production services and statewide network. Chapter V studies PTV finances, especially PTV station expenses, and state and other sources of funding and the report concludes with an overview and look at the future of ETV, including both its ITV and PTV components. Eleven appendices provide additional detailed data. (PB)

ED 084 833

EM 011 654

Rubioff, Morris

Man-Machine Communication Through a Teletypewriter.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—Army Research Office, Durham, N.C.; National Science Foundation, Washington, D.C.

Pub Date May 73

Note—276p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Communications, Computer Graphics, Computers, \*Indexing, Information Networks, Information Processing, \*Information Retrieval, Information Storage, \*Information Systems, Interaction, \*Man Machine Systems, \*On Line Systems, Program Descriptions, Programming Languages, Search Strategies, Telecommunication

Identifiers—Real English, SOLER Information System, \*Teletypewriters

A ten-year research study designed a mechanized information system in the information processing field. Special attention was paid to implementation criteria entering into on-line retrieval through man-machine dialog from a remote typewriter or video terminal and four major areas were investigated: search strategies, machine stored indexer aids, disc file organization, and graphic displays. The final system developed, SOLER, is a powerful library-oriented information system permitting browsing through the data base, narrowing of the search to selected files, and further restricting to chosen segments of each file. SOLER is useful to experts, indexers, and searchers, using the Real English search language—a complete English grammar—to permit users to engage in a full dialog with the computer. Other major findings include the following: 1) there is a significant difference between information, which is broad and qualitative, and data, which is formal, specific, and quantitative; 2) there are significant differences between information handling in library versus problem-solving environments; and 3) computerized library systems can extend the scope of catalog information and provide helpful indexing tools to users. (Author/LB)

ED 084 834

EM 011 655

Bentz, William F. Ambler, Eric E.

Learning to Analyze and Code Accounting Transactions in Interactive Mode.

Kansas Univ., Lawrence. School of Business.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accounting, Attention Control, Business Administration, Business Education, \*Computer Assisted Instruction, \*Computer Programs, Feedback, Higher Education, Input Output, \*Interaction, \*Man Machine Systems, Program Descriptions, Student Attitudes

Identifiers—Cathode Ray Tube, CODE, Coding, Results, TEACH, TRANS, Transactional Analysis in Accounting, Update

An interactive computer-assisted instructional (CAI) system, called CODE, is used to teach transactional analysis, or coding, in elementary accounting. The first major component of CODE is TEACH, a program which controls student input and output. Following the statement of a financial position on a cathode ray tube, TEACH describes an event to which the student responds by typing his coded version of the accounting entry necessitated by the event; the program eval-



uates the responses, provides feedback, updates the financial position and begins a new cycle. Other components of CODE are: 1) TRANS, a data file which stores instructions, statements, events, and entries; 2) UPDATE, a program which creates new data files and modifies existing ones; and 3) RESULTS, a data file which monitors student performance. The hypothesis that coding can be well taught by an interactive CAI system is supported by the findings in learning theory that systems which provide feedback, offer attention direction and develop positive attitudes will be most effective. Preliminary testing shows that CODE meets these requirements; formal experimental testing of CODE has been scheduled for the fall semester of 1973 at Kansas University. (PB)

**ED 084 835** EM 011 656

Richardson, Frank C.

**A Self-Study Manual For Students On Coping With Test-Taking Anxiety.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-25

Pub Date Sep 73

Note—83p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Anxiety, \*Computer Assisted Instruction, Independent Study, \*Study Guides, \*Testing Problems, \*Tests

A self-study manual for students on coping with test-taking anxiety is presented along with a commentary by its author. The manual is designed for use in conjunction with videotapes and practice of anxiety management techniques in a computer-guided practice test-taking session. The manual is part of a program designed to provide a regularly available service for highly test-anxious students in computer-assisted instruction. (RH)

**ED 084 836** EM 011 657

Judd, Wilson A. Glaser, Robert

**Investigation of Procedures to Control Variability of Response Latency in Paired-Associate Overlearning.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Pub Date Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., February 4 through 6, 1971)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Research, Motor Reactions, \*Paired Associate Learning, \*Reaction Time, \*Response Mode, Self Pacing Machines, \*Stimuli, \*Time Factors (Learning)

Identifiers—Decision Latency, Manual Response Latency, Overlearning, Stimulus Response Latency, Trial of Last Error, Variability

Research in paired-associate overlearning sought means of decreasing the variability while maintaining the magnitude of the decrement in stimulus-response latency (SRL). SRL was divided into decision latency (DL) and manual response latency (MRL); it was hypothesized that self-pacing of inter-item intervals would reduce V. Group I received stimuli at fixed intervals after each response group II controlled the intervals. Practice continued for 16 trials after the trial of last error (TLE). Self-pacing reduced the variability of SRL, but also reduced the post-TLE decrement by teaching fast responses in practice. The task was altered to increase pre-TLE for group III. Pre-TLE SRL of group III equaled that of group I, but post TLE did not. Self-pacing slightly reduced the variability of SRL, but DL was no less variable than SRL, and post-TLE decrement in DL was less than in SRL. It was concluded that: 1) it was unnecessary to shape fast responses during practice; 2) self-pacing decreased the variability of SRL; 3) the attempt to reduce variability by measuring DL was unsuccessful; and 4) the process underlying post-TLE SRL decrease influenced both DL and SRL. (PB)

**ED 084 837** EM 011 658

Reeve, Mark B. And Others

**The Size of Focus Samples in Multiple-Category Concept Identification.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 70

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Minneapolis, Minnesota, March 1970)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Processes, \*Concept Formation, \*Information Seeking, Learning Processes, \*Learning Theories, Models

Identifiers—Concept Identification

Recent theories of concept identification have dealt largely with two-category problems in which the correct classification of a stimulus depends on values of a single binary-valued dimension. Such concept identification problems can be solved by a single trial. Two or more dimensional problems would seem to require more complex methods of solution. A study of behavior in a two-dimension concept identification task demonstrated that a significant proportion of subjects used both dimensions in solving the problem, instead of just one. (RH)

**ED 084 838** EM 011 659

Frederick, Terry J.

**Test-Site Evaluation of ICU/PLANIT.**

Purdue Univ., Lafayette, Ind. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 73

Note—11p.; Paper presented at the ACM Annual Conference (Atlanta, Georgia, August 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Computer Science, Input Output, \*Man Machine Systems, Program Descriptions, \*Program Evaluation, \*Programming Languages

Identifiers—Central Processor, CP, ICU, ICUPLANIT, Instructors Computer Utility, Peripheral Processor, \*Programming Language of Interactive Teaching

Test-site evaluation of the Instructor's Computer Utility/Programming Language of Interactive Teaching (ICU/PLANIT) was conducted. Goals included: 1) analysis of the operation of ICU/PLANIT; 2) development of two PLANIT. Modifications were made in a distributed version, cost analyses were in man hours and quantities of machine resources consumed, and performance was measured in response time and machine resources consumed. Preliminary results included the findings that: 1) ICU/PLANIT is machine independent; 2) PLANIT can be quickly and inexpensively installed with medium or large scale hardware; 3) PLANIT does not show a negative effect on the throughput of jobs in the host environment; 4) computer operational costs of PLANIT are not prohibitive; 5) response time under the one-copy-per-user version is poor with only one interactive job in core and in this situation demands are low on the central processor (CP) but high on the peripheral processor; and 6) authoring demands more CP time but less input/output than student use, although the costs of each are almost equal. (PB)

**ED 084 839** EM 011 660

Galler, B. A. And Others

**CRISP: An Interactive Student Registration System.**

Michigan Univ., Ann Arbor.

Pub Date 24 Jan 73

Note—27p.; Paper presented at the ACM Annual Conference (Atlanta, Georgia, August 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Class Activities, Computer Oriented Programs, Computer Programs, Computer Science, \*Computer Science Education, Data Processing, Educational Administration, Electronic Data Processing, Higher Education, \*On Line Systems, Program Descriptions, Programming, \*Student Projects, Systems Approach, \*Systems Development

Identifiers—\*Computer Registr Involving Student Participation, Data Systems Center, Interfaces, Michigan Terminal System, Project CRISP

A class project in a systems programming course at the University of Michigan sought to produce a system realistic enough to warrant production use, the underlying assumption being that the reality of the project would motivate students and provide them with valuable experience. Eighteen experienced students in the Computerized Registration Involving Student Participation (CRISP) project worked with the Michigan Terminal System to produce an on-line course registration

system for students which would interface with those main parts of the current system dealing with room scheduling, transcript production, etc. Interfaces with the current Data Systems Center were ordered, student groups with individual functions were organized, and internal and external specifications stipulated. The student-designed system was successfully demonstrated, resulting in support from the central university administration for further development and eventual implementation of the system. The conclusion was therefore reached that a class project could produce a realistic system, 1) provided that good tools are available, particularly a general-purpose time-sharing system, and 2) that continual guidance on the interface with the system's eventual environment is maintained. (PB)

**ED 084 840** EM 011 661

Warthman, Forrest

**Media and Local Government: A San Francisco Bay Area Survey.**

Association of Bay Area Governments, Berkeley, Calif.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—1010-1.4-2

Pub Date Sep 73

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, Cable Television, City Government, \*Community Agencies (Public), Documentation, Films, Inservice Education, \*Instructional Aids, \*Instructional Media, \*Local Government, Metropolitan Areas, Phonotape Recordings, Public Relations, Radio, Slides, Surveys, Television, Training, Urban Areas, Videotape Recordings

Identifiers—CATV, County Government, News Releases, San Francisco Bay Area

The results of a survey conducted among departments of the San Francisco Bay Area cities, counties and special districts are summarized. The project investigated the degree to which local government agencies used media for staff training, internal documentation and public information purposes and included within its scope the use of slides, film, audiotape, videotape, broadcast radio and television, cable television and news releases. Significant results include the findings that slides and film stand out as the most frequently used media, and that police and sheriff departments are the heaviest users of all types of media, especially videotape. The report contains tables cross-referencing specific media to the departments of local government which produce and consume them, as well as a summary of discussions from a workshop run after the completion of the survey. (Author)

**ED 084 841** EM 011 662

Hendershot, Carl H., Ed.

**Programmed Learning and Individually Paced Instruction Bibliography. Fifth Edition.**

Pub Date 73

Note—336p.

Available from—Hendershot Bibliography, 4114 Ridgewood, Bay City, Michigan 48706 (\$31.75)

Document Not Available from EDRS.

Descriptors—\*Bibliographies, \*Directories, Indexes (Locators), \*Individualized Instruction, Instructional Materials, Programmed Instruction, \*Programmed Materials

The basic bibliography and its forthcoming supplements serve as a "where to find it" resource for individualized instruction. Descriptions assist in identifying instruction best fitting learner's needs. Instruction is classified by subject and by publisher, systems of instruction are listed, instructional devices are described, and a bibliography of resources and references is provided. (RH)

**ED 084 842** EM 011 663

Silber, Kenneth H.

**The Learning System. A New Approach to Facilitating Learning Based on Freedom, The Future, and Educational Technology.**

Pub Date 73

Note—9p.; Paper presented at the USOE/EMC Seminar on Open Learning and Manpower Development and Training Programs

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Oriented Programs, Data Collection, Educational Change, \*Educational Innovation, Educational Resources,

\*Educational Technology, \*Futures (of Society), \*Individualized Programs, Instructional Systems, \*Open Education, Program Descriptions

Identifiers—Educational Freedom, OLS, \*Open Learning System

The implementation of an Open Learning System (OLS) would do much to resolve existing educational problems. The OLS is based upon the belief that learning and life are synonymous and that what is needed is not a system to teach but a system which allows people to learn by bringing them into contact with learning resources. Such a system is learning; in addition, its goals are derived from individual needs and its resources are provided to meet such needs. These resources are of six major varieties: people, equipment, materials, facilities activities and evaluation. Computers would be essential to the system's operation since they could best manage the large quantities of data pertaining to learners, resources, administration, evaluation, finances and research and development. It would be highly difficult to implement such a system in an existing environment but it would be feasible to develop an OLS in a new community, provided Federal or state support was attracted. (PB)

ED 084 843 EM 011 664

Halley, Fred S.

SOLIB: A Social Science Program Library for Small Computers.

State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date Jun 73

Note—4p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18 through 20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, \*Computer Programs, \*Data Analysis, \*Data Processing, Higher Education, Program Descriptions, \*Sociology

Identifiers—FORTRAN, IBM 1130 Computer, \*Sociology Library, SOLIB, Transportability

A package of social science programs—Sociology Library (SOLIB)—for small computers provides users with a partial solution to the problems stemming from the heterogeneity of social science applications programs. SOLIB offers a uniform approach to data handling and program documentation; all its programs are written in standard FORTRAN for the IBM 1130 computer and designed to run in 16k words. SOLIB programs can be divided into three groups, dealing with data preparation, data organization and data analysis. The three programs of the first category are used to clean data, check missing or duplicate cards and to clean wild codes; two data organization programs conduct item analyses and perform generalized recoding, allowing the user to rearrange his data without programming knowledge. A pair of data analysis programs creates frequency distributions and performs cross-tabulations. The system is being used successfully by students in connection with course work and independent study and by faculty for professional research. Although transportability of SOLIB to other campuses and different computers requires some program modifications, these are minimal and conversion can be accomplished with little difficulty. (LB)

ED 084 844 EM 011 665

Report of Television Multi-Channel System in Lincoln Heights Elementary School Progress Report.

WCET-TV, Cincinnati, Ohio.

Pub Date Sep 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Closed Circuit Television, Disadvantaged Youth, Educational Television, \*Elementary Grades, Elementary School Curriculum, \*Instructional Television, Language Arts, Low Achievers, Negro Students, Program Descriptions, Program Evaluation, Reading Comprehension, Television, \*Underachievers

Identifiers—Electric Company, \*Lincoln Heights Elementary School, Ohio, Sesame Street  
A comprehensive television (TV) and videotape system was installed in the elementary school in Lincoln Heights, Ohio, the nation's largest all-black city. With the support of industry

and local educational television, every classroom was equipped with a six-channel closed circuit TV set and six headphones, at a cost of \$42,250. The purpose of the project was to use TV programs to improve the academic performance of the school's students, who previously had been underachieving. The program was flexible, teacher controlled and attracted staff commitment. Existing shows, such as Sesame Street and Electric Company, and teacher designed programs were used as integral parts of the instructional effort. Preliminary test results indicated significant improvement in student achievement, particularly in language arts. For example, as compared with the previous year's classes, second-graders showed an increased gain of five months in vocabulary level and six months in reading comprehension; the corresponding figures for third graders were five and three months. The conclusion was reached that TV used systematically for recognized goals is an effective teaching tool and plans were made to expand the program. (PB)

ED 084 845 EM 011 666

Computers and Teaching: An Interactive Newsletter. Number One.

Northwestern Univ., Evanston, Ill.

Pub Date Dec 72

Note—10p.; See also EM 011 667 through EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, \*Higher Education, Intercommunication, Networks, Newsletters, Research Projects, \*Teaching

Identifiers—ARPANET, Message Switching, PLATO System, \*Project Computer Aids to Teaching

A brief overview of the Computer Aids to Teaching Project is first presented. The workshops, seminars, demonstrations and open house events conducted in the course of the project are described, and the information services provided are discussed. An outline of the project's first workshop designed to introduce users to the PLATO IV computer-assisted instructional system is included, along with instructions on how to operate a computer terminal. Lastly, a brief article reviews the development, current status and future potential of ARPANET, a geographically distributed network of different computers interconnected by a communication system based upon high speed message switching. (LB)

ED 084 846 EM 011 667

Computers and Teaching: An Interactive Newsletter. Number Two.

Northwestern Univ., Evanston, Ill.

Pub Date Jan 73

Note—10p.; See also EM 011 666 and EM 011 668 through EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, Higher Education, Instructional Systems, \*Intercommunication, \*Man Machine Systems, \*Networks, Newsletters, Research Projects, Teaching

Identifiers—HYPERTEXT, National Science Network, \*Project Computer Aids to Teaching

Details relating to the daily operation of the Computer Aids to Teaching project are provided, along with some feedback from readers of the previous issue of the newsletter. Following this is a brief article which discusses the possibility of making man-machine interactions more personal and a review of two seminars which dealt with the establishment of a National Science Network, a net of computers and computer users connected by high speed communications lines. A description of HYPERTEXT, a student-controlled instructional system consisting of pieces of discrete texts, is presented, followed by a look at the future possibilities of computer terminals in the home. Lastly, some instructions on how to operate a computer terminal are given. (LB)

ED 084 847 EM 011 668

Computers and Teaching: An Interactive Newsletter. Number Three.

Northwestern Univ., Evanston, Ill.

Pub Date Feb 73

Note—6p.; See also EM 011 666, EM 011 667 and EM 011 669 through EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, Guides, \*Higher Education, Newsletters, Research Projects, \*Teaching  
Identifiers—HYPERAUTHOR, HYPERTEXT, \*Project Computer Aids to Teaching

Included in this issue of the newsletter are details about the usage of the currently available computer terminals, information about equipment soon to be added to the Computer Aids to Teaching Project, and an announcement describing a workshop and open house held in March of 1973. Some recent publications are cited and a student guide to HYPERTEXT is provided, along with an author's guide to HYPERAUTHOR. Lastly, instructions on how to operate a computer terminal are presented. (LB)

ED 084 848 EM 011 669

Computers and Teaching: An Interactive Newsletter. Number Four.

Northwestern Univ., Evanston, Ill.

Pub Date Mar 73

Note—4p.; See also EM 011 666 through EM 011 668 and EM 011 670 through EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, Costs, \*Curriculum Development, \*Higher Education, \*Instructional Design, Newsletters, Program Development, Research Projects, Teaching

Identifiers—PLATO IV System, \*Project Computer Aids to Teaching, State University of New York at Stony Brook, University of Illinois  
Information relating to the installation of a PLATO IV computer terminal is presented. This terminal is connected to the University of Illinois' PLATO system, making it possible for personnel associated with the Computer Aids to Teaching Project to keep in touch with the development of the large-scale PLATO system. Problems associated with the authoring of programs, with their modification and adaptation to new hardware systems and different universities, and with the cost of developing computer-assisted instructional (CAI) courses are discussed. Also offered are details on a workshop and seminar run in conjunction with the Project and information about a CAI summer workshop for teachers held at the State University of New York at Stony Brook. (LB)

ED 084 849 EM 011 670

Computers and Teaching: An Interactive Newsletter. Number Five/Six.

Northwestern Univ., Evanston, Ill.

Pub Date May 73

Note—13p.; See also EM 011 666 through EM 011 669 and EM 011 671 and EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, Course Evaluation, \*Higher Education, \*Man Machine Systems, Newsletters, \*Teaching

Identifiers—CDC 6400 System, Computer Caravan, PLATO IV System, \*Project Computer Aids to Teaching, State University of New York at Stony Brook

This combined issue first gives descriptions of the PLATO terminal and of an interface which has been completed to allow them to be linked to the CDC 6400 system at Northwestern University. Details are next provided relating to four events: 1) an open house at the Computer Aids to Teaching Project; 2) the Computer Caravan, a traveling computer exhibit; 3) the summer 1973 workshop at the State University of New York at Stony Brook for computer resource personnel; and 4) the Festival of Educational Alternatives at De Paul University. Two new articles are presented, one on the evaluation of computer-assisted instruction and the other on community uses of interactive computers. Also included are reprints of several articles which appeared in earlier issues of the newsletter. (PB)

ED 084 850 EM 011 671

Computers and Teaching: An Interactive Newsletter. Number Seven.

Northwestern Univ., Evanston, Ill.

Pub Date Oct 73

Note—11p.; See also EM 011 666 through EM 011 670 and EM 011 672

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, \*Computers, \*Higher Education, Newsletters, Research Projects, \*Teaching

Identifiers—Deschooling Society, Illich (Ivan), Learning Information Exchanges, Learning Webs, Northwestern University, PLATO IV System, \*Project Computer Aids to Teaching

Recent developments in Northwestern University's Computer Aids to Teaching Project are reviewed in the first section of this issue. Included are pieces of information about the use of the PLATO IV system, and about increasing access to System Development Corporation's Educational Resources Information Center (ERIC) files, along with news about personnel, facilities and equipment changes relating to the Project. The second half of the newsletter offers an article which outlines some of the concepts and issues facing designers of computer-based learning/information exchanges. It reviews briefly some of Ivan Illich's basic ideas for de-schooling society and for building dynamic learning webs in which teachers and students come together as their needs and interests dictate. In addition, it touches upon the role of the computer in such a system, the types of information found in the system, and some possible means of financing such endeavors. (LB)

**ED 084 851** EM 011 672  
Computers and Teaching: An Interactive Newsletter. Number Eight.  
Northwestern Univ., Evanston, Ill.  
Pub Date Nov 73  
Note—6p.; See also EM 011 666 through EM 011 671

**EDRS Price MF-\$0.65 HC-\$3.29**  
Descriptors—\*Computer Assisted Instruction, \*Computers, Educational Resources, \*Higher Education, Information Retrieval, Information Storage, Newsletters, Research Projects, Teaching, Time Sharing

Identifiers—Learning Living Information Exchange, \*Project Computer Aids to Teaching, Remote Computer Terminals

Some on-going operational details of the Computer Aids to Teaching Project are cited, followed by a description of how individuals at separate locations can hold computerized conferences by utilizing remote terminals and a time-sharing computer as communications devices. Descriptions of two courses offered at Northwestern University, one treating the impact of the computer upon society and the other dealing with computers and teaching, are next provided. Lastly, information is offered about a conference on computer based learning/living and information exchanges, held in November 1973 and intended for users who wish to employ the computer to store and retrieve information about learning resources. (PB)

**ED 084 852** EM 011 673  
The First Whole Library Catalog; Access to Film.  
Pub Date 73  
Note—96p.

Available from—Films Incorporated, 1144 Wilmette Avenue, Wilmette, IL 60091

Document Not Available from EDRS.  
Descriptors—Books, \*Catalogs, \*Films, \*Film Study, Periodicals

Identifiers—\*Films Incorporated  
Films available from Films Incorporated are listed in this catalog under the following five headings: Art and Culture, Education and Information, Economy and Society, Health and Medicine, and the World Around Us. Each citation includes such data as the film's producer, director, cast, date, running time and whether it is in color, provides a detailed review of the movie, and offers information on sales, leases or rentals. The Catalog also lists books and periodicals which are considered either basic standard publications or works especially relevant to the films cited in the Catalog. Finally, some criteria for the selection of essential film equipment are stated and a roster of authorized suppliers is presented. (LB)

**ED 084 853** EM 011 674  
Lance, Wayne D.

Instructional Media and the Handicapped.  
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Dec 73

Contract—OEC-1-7-070873-4581  
Note—41p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academically Handicapped, Blind Children, Deaf Children, Exceptional (Atypical), Handicapped, Handicapped Children, \*Handicapped Students, \*Individualized Instruction, \*Instructional Design, Instructional Materials, \*Instructional Media, Instructional Technology, Mentally Handicapped, Physically Handicapped, \*Special Education, State of the Art Reviews, Teacher Education

Recent developments in the design, application and evaluation of instructional materials and media for the handicapped are reviewed. The first section of the paper stresses the need for personalized education which meets individual needs through the matching of instructional programs to sets of learner variables and through delivery by a medium appropriate to specific learners. Following this, significant curricular adaptations and classroom applications for five types of handicapped learners are summarized and current progress in the assessment of needs and in the development and evaluation of materials is cited. Advances in media utilization in teacher training programs are described and seven major delivery systems are outlined. Main conclusions reached include the following: 1) instructional technology has much to contribute to the personalization of instruction; 2) considerable progress has been made in the development, evaluation and utilization of media and materials; and 3) the developing delivery systems contain within their present elements the seeds of a network capable of providing each handicapped learner the resources necessary to insure him a successful educational experience. A substantial bibliography with 341 citations to documents dealing with instructional media and the handicapped is appended to the report. (Author/LB)

**ED 084 854** EM 011 676  
Sakamoto, Takashi Yoshida, Hiroshi  
Nature and Use of Instructional Media.  
Japanese National Commission for UNESCO, Tokyo.  
Pub Date 72

Note—58p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Directories, \*Instructional Media, \*Instructional Technology, Media Selection, Technological Advancement  
Identifiers—Japan

The purpose of this booklet is to introduce newly developed instructional media that are being used in Japan. After short discussions of the teaching-learning process, the functions of instructional media, and the classification and characteristics of instructional media, the instructional media currently in use are discussed. Final sections deal with combinations of various media and optimizing the teaching-learning process. (RH)

**ED 084 855** EM 011 677  
Lykos, Peter G. And Others

Computer Impact On Society; Perspective On a New NSF Initiative.  
National Science Foundation, Washington, D.C.

Pub Date 73  
Note—7p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computers, Computer Science, \*Culture, \*Federal Aid, Information Science, Research Needs, \*Social Systems  
Identifiers—National Science Foundation, Office of Computing Activities

A longstanding interest of the National Science Foundation's Office of Computing Activities in the impact of computers on society has evolved over the last two years into a new administrative unit—the Computer Impact on Society Section. Presently funded research and future directions for research on computers and society are discussed. (Author/RH)

**ED 084 856** EM 011 678  
McIntosh, N.

Evaluation Techniques of Multi-Media Learning Systems.

Council for Cultural Cooperation, Strasbourg (France).

Report No—CCC-TE-73-13  
Pub Date 15 Sep 73

Note—30p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Accountability, \*Evaluation, \*Evaluation Methods, \*Instructional Technology, International Organizations, \*Multimedia Instruction

An attempt is made here to pinpoint some of the problems inherent in evaluations of multimedia instructional systems designed for out-of-school use. Subjects discussed include objectives of multi-media educational systems, some major problems inherent in such evaluations, costs and values of evaluative research, and problems of multi-national research. An example of a possible framework for evaluation is also presented. (RH)

**ED 084 857** EM 011 680  
Down Sesame Street. Notebook Number Six.  
Columbia Univ., New York, N.Y. Network Project.

Pub Date Nov 73  
Note—86p.  
Available from—The Network Project, 102 Earl Hall, Columbia University, New York, N.Y. 10027 (\$2.00 individuals; \$5.00 institution)

Document Not Available from EDRS.  
Descriptors—\*Educational Television, \*Federal Aid, \*Foundation Programs, Instructional Television, Televised Instruction

Identifiers—Childrens Television Workshop, Electric Company, \*Sesame Street

As part of a continuing project conducting research on the structure and control of American telecommunication, this document criticizes the institutional structures behind instructional television with particular reference to Sesame Street and the Electric Company. The participation in instructional television by the Ford Foundation, the Carnegie Corporation, and the government are reviewed, along with the actions of the Children's Television Workshop in developing and disseminating the two programs. (RH)

**ED 084 858** EM 011 681  
Ahl, David H., Ed.

101 BASIC Computer Games.  
Digital Equipment Corp., Maynard, Mass.

Pub Date Jul 73  
Note—249p.; See also EM 011 714  
Available from—Software Distribution Center, Digital Equipment Corp., Maynard, Massachusetts 01754 (\$5.00)

Document Not Available from EDRS.  
Descriptors—\*Annotated Bibliographies, Computer Programs, \*Computers, \*Educational Games, \*Games, \*Simulation

Identifiers—BASIC, \*Computer Games, Computer Simulations

A total of 101 computer games and simulations in BASIC are compiled in this sourcebook. These were contributed by a number of authors from several countries and range in difficulty from simple to highly complex. Each citation contains the name of the game and its author, a brief description of it, mention of any computer limitations, a program listing, a sample run and, where appropriate, some diagrams. Three appendixes present a classification of games, additional diagrams, and instructions to potential game authors. (PB)

**ED 084 859** EM 011 682  
DeVault, M. Vere And Others

Descriptor for Individualized Instruction; Development Procedures and Results.

Wisconsin Univ., Madison, Center for the Analysis of Individualized Instruction.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73  
Grant—OEG-0-72-1254

Note—150p.; See also EM 011 684  
**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Communication (Thought Transfer), Educational Research, Evaluation Methods, \*Evaluative Thinking, Field Studies, \*Individualized Instruction, \*Individualized Programs, Program Descriptions, Program Development

Identifiers—Descriptor for Individualized Instruction

In recent years the many efforts to individualized instruction have been hampered by a lack of communication among professionals. The Descriptor for Individualized Instruction was developed to facilitate communication. It functions in several ways: 1) as a summary of a single program, 2) as a means of comparison between programs, 3) as a tool to compare an existing program with its projected development and 4) as an aid to program development. The descriptor is a graphic representation which identifies, quantifies and describes the relevant parameters of a



program of individualization. The nine components of the descriptor are: objectives, rate, sequence, instructional materials (media), management of information, management of instructional components and program pattern. A preliminary program descriptor is also used to describe the setting for the individualization program. The first edition of the descriptor evolved from an exploration of the literature and consultation with qualified professionals. It was then field tested and revised. Although there is no "hard data" available, the staff feels there is informal evidence that if used properly, the descriptor is both reliable and valid. The field tests were conducted in the areas of mathematics, reading and teacher education. The applicability of the descriptor to other areas is unknown as yet. A copy of the descriptor is included. (JG)

**ED 084 860** EM 011 683

*Barcus, F. Earle*  
**Concerned Parents Speak Out On Children's Television.**

Action for Children's Television, Boston, Mass.

Pub Date Mar 73

Note—103p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Children, Commercial Television, \*Parent Attitudes, \*Programming (Broadcast), Public Television, Television, Television Commercials, \*Television Surveys, \*Television Viewing

Identifiers—Electric Company, Mister Rogers, PBS, Public Broadcasting Service, Sesame Street, TV

Research investigated parents' opinions about children's television (TV). Questionnaire respondents were mainly parents of children ages 2-6; mothers outnumbered fathers 9:1. Results included the findings that children watched TV an average of three hours a day; this varied little throughout the country and between those viewing Public Broadcasting Service (PBS) and those watching commercial programs. Younger children preferred the former, older the latter. Parents gave overwhelming support to PBS, especially to Sesame Street, Mister Rogers and Electric Company, rating these superior to their commercial competitors. Ninety-six percent of the parents favored changing practices regarding commercials on children's TV, with 40% wanting their elimination, 25% a reduction, and 25% a clustering of commercials at the end of programs. Annoyance was expressed over toy commercials and the quality of the toys themselves. Most parents felt TV was influential; they thought TV, especially PBS, taught communication skills, enhanced social learning and broadened interests. They also felt TV had too much violence and materialism and that certain programs could foster passivity and anti-social behavior. Negative concerns were greatest among parents whose children watched TV most heavily and who concentrated upon commercial programs. (Author/PB)

**ED 084 861** EM 011 684

*DeVault, M. Vere* And Others

**User's Manual; Descriptor for Individualized Instruction.**

Wisconsin Univ., Madison. Center for the Analysis of Individualized Instruction.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-72-1254

Note—125p. See also EM 011 682

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Comparative Analysis, Elementary Grades, \*Individual Instruction, \*Individualized Instruction, \*Individualized Programs, Instructional Programs, \*Manuals, Program Descriptions, Secondary Grades

Identifiers—Descriptor for Individualized Instruction

Individualized instructional programs arise from varied values, concepts and competencies and hence differ in terminology, goals, strategies and results, making an intelligible view of the field difficult. This manual provides educators with a tool which makes it possible for them to compare different individualized instructional programs by proposing a terminology applicable to all such efforts and by offering a means of identifying, quantifying and describing the significant dimensions of a program's individualization. Ten components of individualized instructional programs

are included within the scope of analysis: program context, objectives, learner assessment, sequence, rate, media, grouping, program pattern, record of information, and use of information. The first section of the manual, format, describes the content of each component, including a graphic representation of the component, slides depicting examples of the component, and a general statement about the component's intent. The second section, Illustrative Questions, includes sample queries addressed by each component and slides illustrating answers to these questions. The final section, Definitions, gives a more detailed explication of the terminology used and a more extensive verbal definition of the slides used. (Author/LB)

**ED 084 862** EM 011 685

**Have a Look At Us!**

Ontario Educational Communications Authority, Toronto.

Pub Date 73

Note—63p.

Available from—The Ontario Educational Communications Authority, Canada Square, 2180 Yonge Street, Toronto, Ontario M4S 2C1, Canada

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Cable Television, Early Childhood Education, \*Educational Television, Elementary Grades, Higher Education, Instructional Television, \*Program Descriptions, Programming (Broadcast), \*Public Television, Secondary Grades, Teacher Education, Televised Instruction, Television

Identifiers—Canada, OECA, Ontario, \*Ontario Educational Communications Authority, Toronto

An overview of the educational television (ETV) services provided by the Ontario Educational Communications Authority (OECA) is presented. A brief history of ETV in Canada opens the report, followed by a review of some of the operational aspects of OECA's outlet-channel 19. The general stages involved in ETV program development are described, and more detailed examinations are made of each of OECA's program sections: 1) early childhood and teacher education, 2) school and youth, 3) university, college and adult, and 4) French programming. Other topics covered include project materials and their utilization, engineering and technical services, research and planning, marketing and contracts, video tape exchanges, the role of regional councils in OECA, and information services provided by OECA. (PB)

**ED 084 863** EM 011 686

*Bailey, Catherine, Ed.*

**Communication and Educational Redesign. Communications Convocation.**

New York State Educational Communication Association.

Pub Date Nov 72

Note—109p. Proceedings of Educational Communications Convocation (25th, Grossinger's, New York, November 7 through 10, 1972)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Communications, Conference Reports, \*Educational Innovation, Educational Policy, Educational Technology, Educational Television, Government Role, Individualized Instruction, Innovation, Instructional Design, Instructional Films, \*Instructional Innovation, Instructional Materials Centers, \*Instructional Media, \*Instructional Technology

Identifiers—New York State Regents

A selection of presentations made during the twenty-fifth Educational Communications Convocation is included in this summary. Some 1700 educators concerned with innovation in educational communications and technology participated; presentations took the form of research reports and demonstrations on developments and techniques of interest to teachers, directors, supervisors and administrators of educational communications. Major topics found within the scope of the conference included: educational media, communications in education, the use of television for educational purposes, the individualization of instruction through technology, instructional development, the relationship of teaching and technology, the use of films in education, instructional materials centers, and New York State Regents policy on instructional technology. In addition an exhibit sponsored by over 125 commercial groups displayed the latest educational equipment and materials. (Author/PB)

**ED 084 864** EM 011 687

**Guide Book; Television Instruction—1974 Edition.**

National Instructional Television Center,

Bloomington, Ind.

Pub Date 74

Note—33p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary Grades, \*Films, \*Guides, Higher Education, Indexes (Locaters), Inservice Teacher Education, \*Instructional Films, \*Instructional Television, Secondary Grades

Identifiers—\*National Instructional Television Center, NIT

Descriptions of instructional television films produced by the National Instructional Television Center (NIT) are presented. Three major groups are listed, the first of which consists of 61 film series for elementary or secondary students dealing with the following subjects: art, career development, communications, early childhood, foreign language, health and physical education, the humanities, language arts, math, music, safety, science and the social sciences. Three series prepared for use in teacher inservice programs comprise the second category, while the third group is made up of 15 series designed for higher education. These latter films focus upon communication, computer science and technology, economics, foreign languages, government, history, literature and composition, psychology and sociology. Each citation includes a summary of content, running time, whether the film is in color, and the audience for which it is intended. Also included are summaries of NIT's policies and procedures, price lists, indexes of courses by grade level and subject area, and information about NIT's services, its professional staff and its board of directors. (PB)

**ED 084 865** EM 011 688

*Cardellino, Earl L., Comp. Forsythe, Charles G., Comp.*

**Cable Television and Education: Proceedings of the CATV and Education Conference, May 11-12, 1973.**

Pennsylvania Learning Resources Association.

Spons Agency—Allegheny County Schools, Pittsburgh, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date Sep 73

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, Communications, Conference Reports, Educational Change, \*Educational Television, Elementary Grades, Government Role, \*Instructional Television, Media Specialists, Secondary Grades

Identifiers—CATV, Federal Communications Commission, Franchising, Pennsylvania

Edited versions of the conference presentations are compiled. The purpose of the meeting was to bring together media specialists and other educators from throughout Pennsylvania to evaluate the basic assumptions underlying the educational use of cable television (CATV) and to share ideas about the ways in which cable could be used to change the educational system in response to current needs. The first four papers deal, respectively with analyses of the interface between CATV and education from the national, community, cable operator's and Federal Communications Commission points of view. Other presentations focus upon federal regulations and CATV, the role of the educator in working with cable operators and the franchise process, and school and community communications via cable. A description of an individual district's cable operation concludes the report. (LB)

**ED 084 866** EM 011 689

*Calkins, Ronald R.*

**Effect of Instructor Military Rank on Learning and Perception of Basic Airmen Taught Through the Medium of Television.**

Air Force Inst. of Tech., Wright-Patterson AFB,

Ohio. School of Systems and Logistics.

Report No—AU-AFIT-SL-3-73

Pub Date Jun 73

Note—134p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Cognitive Processes, Educational Research, Instructional Media, Instructional Television, Learning, Military Personnel, Military Training, \*Perception, Student Attitudes,

\*Teacher Characteristics, \*Televised Instruction Identifiers—\*Cognitive Dissonance, Perceptual Distortion

Research investigated whether cognitive learning scores and perceptual distortion measures of basic airmen would be influenced by instructor rank. Four groups of students, each composed of high, medium and low ability individuals, were created; each viewed a 20 minute television lesson on how to study. They differed only in that each was taught by a different instructor—a basic airman, a sergeant, an officer or a civilian. It was hypothesized that the sergeant would be most consistent with the students' expectations and that hence his group would experience the least cognitive dissonance, learn the most and exhibit the least perceptual distortion. Posttest results, however, showed no significant differences in either learning or distortion, and it was concluded that rank did not create differences in the televised instructional situation. Studies of other instructor variables, students, content, and instructional media were recommended. Investigations of whether the instructor's rank involves the student's ego, of the degree to which dissonance varies over the length of exposure to another person and with instructional media, and of whether or not dissonance occurs in situations like these where students are required to participate, were also suggested. (PB)

**ED 084 867** EM 011 690

*Tidball, Charles S. Bon, Bruce B.*  
**Educational Time-Sharing on a Minicomputer.**  
George Washington Univ., Washington, D.C. School of Medicine.  
Pub Date 73

Note—22p; Paper presented at ADCIS Summer Meeting (Ann Arbor, Mich., 1973); Appendix from DECUS Proceedings, 1972 and 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Assisted Instruction, \*Computer Based Laboratories, \*Computer Programs, \*Computers, \*Computer Science, \*Computer Storage Devices, Higher Education, \*On Line Systems, Program Descriptions, Programming, Programming Languages, \*Time Sharing

Identifiers—Digital Equipment Corporation, FOCAL Language, LINC tape, Minicomputers, MTS 12, \*Multi Language Time Sharing System, PDP 12 Computer

A multi-language, time-sharing system (MTS-12) has been developed for the PDP-12, a Digital Equipment Corporation laboratory computer. This low-cost, core-resident system features program storage on LINC tape (3/4" magnetic tape on a 4" reel), access to the high-level interpreted FOCAL language, and a special variable storage in the user buffer area which permits string handling, answer storage and other housekeeping functions. Although less convenient than special purpose languages, FOCAL has direct command capability which is easy to learn and which provides full mathematical support. No specific author mode is available, but FOCAL is quite simple and can be used without programmer assistance. A MODIFY command provides online program correction, and file protection is available to control use of this feature. With this system, sophisticated teaching programs can be presented to three simultaneous users in only 12k of 12 bit core. The system is expandable, but is especially suited for small-scale use with the mainframe unattended, when the PDP-12 might not be in use. (Author)

**ED 084 868** EM 011 691

**The Affective Domain; Contributions of Behavioral Science to Instructional Technology. Number One. A Resource Book for Media Specialists.**

National Special Media Institutes.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—176p; See also EM 011 692 and EM 011 693

Available from—Gryphon House, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Affective Behavior, Affective Objectives, Anxiety, Attitudes, \*Behavioral Science Research, \*Behavioral Sciences, Beliefs, Computer Assisted Instruction, Educational Games, Educational Technology, \*In-

structional Design, \*Instructional Technology, Motivation, Sensitivity Training, Simulation, Socialization, State of the Art Reviews, Values Identifiers—\*Affective Domain

Seven chapters present a variety of viewpoints on human feelings, or affect. All, however, are directed at instructional technologists who are involved in the design of instructional systems and all share a concern for the development of instruction which interests, involves, and motivates learners; the papers were chosen on the basis of the facts that their major themes were diverse, well documented by prior research and had clear implications for instruction. The individual essays deal with the following topics: 1) human relations training and the innovation consultant; 2) the role of educational technology in the development of achievement motivation; 3) the effects of anxiety upon computer-assisted instruction; 4) some implications for change regarding education and the major value orientations in our culture; 5) the implications of social learning theory for the design of instructional systems; 6) the techniques and problems of attitude measurement; and 7) the affective relevance of learning games and simulation. (LB)

**ED 084 869** EM 011 692

**The Cognitive Domain. Contributions of Behavioral Science to Instructional Technology. Number Two. A Resource Book for Media Specialists.**

National Special Media Institutes.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—160p; See also EM 011 691 and EM 011 693

Available from—Gryphon House, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Behavioral Science Research, \*Behavioral Sciences, \*Behavior Change, Educational Technology, \*Instructional Technology, Learning Characteristics, Media Research, Scientific Methodology, State of the Art Reviews

Identifiers—\*Cognitive Domain

The five papers which comprise this volume share a common interest in the relationship of the problems of instructional technology to the insights of the behavioral sciences. The first chapter is concerned with the applications of present knowledge and empirical methodology to the solution of particular behavioral problems, an activity that presently consumes much of the time of the instructional technologist. The second paper focuses upon the characteristics of human learning which typify man, while following this is an analysis of the manner in which humans differ with respect to learning, organically and situationally. The fourth chapter summarizes recent media research and considers the scientific and instructional uses of various technologies. The volume concludes with an examination of the other side of the interface—the behavioral sciences. This last chapter addresses the questions of what is the essential structure of the behavioral sciences and of how this structure lends itself to the task of the instructional technologist, which is to identify the optimal means of forming behavior in socially acceptable ways. (Author/LB)

**ED 084 870** EM 011 693

**The Psychomotor Domain. Contributions of Behavioral Science to Instructional Technology. Number Three. A Resource Book for Media Specialists.**

National Special Media Institutes.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date 72

Note—254p; See also EM 011 691 and EM 011 692

Available from—Gryphon House, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Drug Education, Educational Technology, \*Instructional Technology, Measurement, \*Psychomotor Objectives, \*Psychomotor Skills, State of the Art Reviews, Identifiers—Environmental Stressors, \*Psychomotor Domain, Sense of Reality, Task Loading, Time Work Fatigue

The five papers presented in this volume discuss the relationship between the psychomotor domain and instructional technology and are in-

tended to serve as resource materials for instructional technologists. The first chapter focuses upon a consideration of the senses of reality and the second upon some general considerations of the psychomotor domain. The third paper offers a classification of educational objectives in this area, and the fourth considers some educational implications of the structure and measurement of psychomotor abilities. The concluding chapter, a joint effort of four authors, examines the impact of four major factors upon psychomotor performance effectiveness. These factors are environmental stressors, time/work fatigue, toxic and drug effects, and task loading. (LB)

**ED 084 871** EM 011 695

*Fletcher, J. D. Suppes, Patrick*

**Computer-Assisted Instruction in Mathematics and Language Arts for the Deaf. Final Report.**  
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Bureau No—14-2280

Pub Date Aug 73

Grant—OEG-0-70-4797-607

Note—45p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Algebra, Aurally Handicapped,

\*Computer Assisted Instruction, Deaf Children, \*Deaf Education, \*Deaf Research, Educational Research, \*Elementary School Mathematics, English Instruction, \*Language Arts, Logic

A three-year project supported research, development and evaluation of computer-assisted instruction (CAI) for hearing impaired, or deaf, children. Over 4,000 students from 15 schools for the deaf in five states participated in the effort. Although students received CAI in algebra, logic, computer programming and basic English, the skill subjects of elementary school mathematics and language arts were emphasized. Experimentation supported by the project ranged from practical evaluation studies of the specific curriculums presented to general, theoretical studies of the use of language by deaf students. The project demonstrated that CAI can significantly benefit deaf students, that CAI can support serious research in deaf education, and that CAI is economically practicable. A general aim of the project was to initiate large-scale use of CAI in schools for the deaf, and the available evidence indicates that this objective was successfully achieved. (Author)

**ED 084 872** EM 011 696

*Little, Joyce Currie*

**The Role of Academic Computer Departments in the Uses of Computers in the Undergraduate Curricula at the Two-Year College Level.**

Pub Date Feb 73

Note—4p; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, Calif., June 18-20, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Colleges, \*Computer Assisted Instruction, Computer Oriented Programs, \*Computers, Computer Science, Computer Science Education, \*Curriculum, \*Departments, \*Junior Colleges, State of the Art Reviews

Identifiers—Academic Computer Departments, Computer Science Departments, \*Two Year Colleges

Academic computer departments, whether called by this name or by others such as the department of computer science or data programming, can be of great assistance to other departments in the two-year college. Faculty in other departments need to know about computer applications in their fields, require assistance in the development of curriculum content and software for computer-assisted instruction, and need specialized help from people like programmers for the achievement of specific objectives. The computer science department should make other departments aware of what hardware resources and services are available, should upgrade the computing skills of the faculty at large and, most importantly, should provide personnel who can make the computer meaningful to the entire academic curriculum. It is usually most helpful when the computer science department develops courses tailored to the academic needs of other disciplines, encouraging joint sponsorship whenever feasible, maintains a clearinghouse of infor-

mation on computer applications in various subject areas, and lends its students to projects in other departments when their assistance is useful. (PB)

**ED 084 873** **EM 011 697**

*James, Thomas G. Brown, Bobby R.*  
**The Effects of Prose Organization and Individual Differences on Free Recall.**

Florida State Univ., Tallahassee. Computer Applications Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—WP-3

Pub Date 1 Aug 73

Note—36p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, Cognitive Processes, Educational Research, Higher Education, \*Individual Differences, Learning, Learning Characteristics, Learning Processes, Memory, \*Organization, \*Recall (Psychological)

Identifiers—Aptitude Treatment Interaction, Clustering Strategies, \*Prose Organization, Recall Strategies

Research investigated three topics. These were: 1) the effect of paragraph organization on free recall of sentences and on the selection of clustering strategies; 2) how persons differing in subjective organization differ on recall and strategy selection; and 3) the relation between subjective organization and other cognitive abilities. Three groups of students studied paragraphs organized by concept names (N), concept attributes (A) or at random (R); measures of verbal comprehension, verbal creativity, associative memory, closure, and subjective organization were taken. Analysis of results showed that the N group recalled the most correct statements, that clustering by names was predominant for all groups, and that unique correlation patterns existed among cognitive factors and recall scores for each group. These findings indicated that learning a highly organized passage and using a preferred recall strategy yielded superior recall. Analysis of the subjective organization data indicated that highly organized students were not greatly influenced by the inherent structure of learning materials, whereas low organizers were. Thus, students low in subjective organization require highly structured materials, while students high in subjective organization perform similarly on materials with high and low structure. (Author/PB)

**ED 084 874** **EM 011 698**

*Towle, Nelson J.*  
**Effects of the Memorization of Rule Statements on Performance, Retention, and Transfer in a Computer-Based Learning Task.**

Florida State Univ., Tallahassee. Computer Applications Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—WP-1

Pub Date 30 Sep 73

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Performance, \*Computer Assisted Instruction, Educational Research, High School Students, Learning Processes, \*Memorizing, \*Retention, \*Transfer of Training

Identifiers—Rule Statements

Research sought to determine whether memorization of rule statements before, during or after instruction in rule application skills would facilitate the acquisition and/or retention of rule-governed behavior as compared to no-rule statement memorization. A computer-assisted instructional (CAI) program required high school students to learn to a pre-specified criterion the application of five programming rules. Results indicated that rule statement memorization prior to rule application instruction did facilitate acquisition of rule-governed behavior. Despite this finding, however, no differences on a retention test in rule application skills could be attributed to the memorization of rule statements. (Author)

**ED 084 875** **EM 011 699**

*Chudwick, Russell B. And Others*  
**Signal Transmission and Delivery Between Head-End and Subscriber Terminals. A Survey of Technical Requirements for Broadband Cable Teleservices. Volume Three.**

Office of Telecommunications (DOC), Washington, D.C.

Pub Date Jul 73

Note—226p.; See Also EM 011 495 through EM 011 500

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Cable Television, Communications, \*Media Technology, \*Technical Reports, Technological Advancement, \*Technology, \*Telecommunication

Identifiers—\*Broadband Cable Teleservices, CATV, FCC, Federal Communications Commission, Head End, National Cable Television Association, NCTA, Subscriber Terminals

Technical factors involved in the delivery of broadband information between a cable television (CATV) system head-end and subscriber terminals are discussed. Recommendations pertaining to the need for research in specified areas are given and a review of the system's hardware is provided, including details about device noise and distortion characteristics. A treatment of various types of trucking systems, including two-way configurations, is presented and attention is devoted to the applications of advanced communications techniques, encompassing digital transmission, multiple-access systems, and signal transmission via optical waveguides. The report concludes with a review and listing of standards and tests for the delivery system, including those set by the Federal Communications Commission (FCC) and the National Cable Television Association (NCTA). (Author)

**ED 084 876** **EM 011 700**

*Smith, Authella And Others*  
**A Coursewriter II Function (FCALC) For the Manipulation of Numerical and Algebraic Expressions. Systems Memo Number One.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency; National Science Foundation, Washington, D.C.

Report No.—SM-1

Pub Date Oct 69

Note—89p.; See also EM 011 701 and EM 011 702

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computer Assisted Instruction, \*Computer Programs, \*Computer Science, Logic, \*Programming, Technical Reports

Identifiers—Algebraic Expressions, \*Coursewriter II Function FCALC, IBM 1500 Instructional System, Numeric Expressions, Scientific Notation

Documentation of the Coursewriter II Function FCALC is provided. The function is designed for use on the IBM 1500 instructional system and has three major applications: 1) comparison of a numeric expression in buffer 5 with a numeric expression in buffer 0; 2) comparison of an algebraic expression in buffer 5 with an algebraic expression in buffer 0; and 3) evaluation of a numeric expression in buffer 0 with return of a numeric value to buffer 0 in scientific notation display cards. The report includes a user's guide which discusses usage rules and the application of the function, an installation guide to assist programmers in installing the function, and a program logic section which outlines the purposes of the function's routines and subroutines. Program modification notes and an appendix containing a source listing of the entire function are also included. (Author/PB)

**ED 084 877** **EM 011 701**

*Wheaton, Matthew And Others*  
**Coursewriter II Functions for the Generation and Display of Plots and Other Graphics. Systems Memo Number Two.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency; National Science Foundation, Washington, D.C.

Report No.—SM-2

Pub Date Oct 69

Note—50p.; See also EM 011 700 and EM 011 702

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Assisted Instruction, \*Computer Graphics, Computer Oriented Programs, \*Computer Programs, \*Computer Science, Programming, Technical Reports, \*Tutorial Programs

Identifiers—\*Coursewriter II Functions, IBM 1510 Instructional System, Mathematical Functions, Plot System, Plotting

A series of six functions and a station command have been designed to enable Coursewriter II authors to use the plotting capability of the IBM instructional system in presenting course material. This capability has been augmented to include the ability to graph mathematical functions or other data on the 1510 terminal. Documentation of the Plot System is provided in this report, which is comprised of four sections. The Plot System User's Guide discusses usage and application rules for the Plot System, while the Programmer's Guide contains the system logic, organization and installation procedures for use by systems programmers. Section III presents a Tutorial for use with the Plot System demonstration program and the final part of the report consists of a Coursewriter II listing of the pilot system demonstration program. (Author/PB)

**ED 084 878** **EM 011 702**

*Mitchell, Ron Conner, Michael*  
**User's Guide to Coursewriter II Preprocessor. VI. 2. Systems Memo Number Three.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—SM-3

Pub Date May 71

Note—59p.; See also EM 011 700 and EM 011 701

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Programs, \*Computer Science, Manuals, \*Programmers, \*Programming Identifiers—\*Coursewriter II Preprocessor

Procedures are presented to assist programmers with the use of the Coursewriter II preprocessor. The preprocessor was designed to reduce the repetition of effort which takes place from the conception of a course by its author to the time of its use by students in on-line instruction. It accomplishes this by relieving the programmer of the tedious task of translating planning guides into Coursewriter II statements, allowing him to concentrate upon program logic. Topics covered in this manual include code descriptions, variable reference, error messages and recovery, coding conventions, job submission, output, course assembly, and malfunctions. A sample problem and a glossary of terms are appended. (PB)

**ED 084 879** **EM 011 703**

*Gordon, Ronald F.*  
**Microfiche Viewing Equipment Guide. Third Edition.**

Defense Documentation Center, Alexandria, Va.

Report No.—DDC-TR-73-2

Pub Date Sep 73

Note—167p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Audiovisual Aids, Catalogs, Equipment, \*Equipment Standards, Guides, Microfiche, \*Microform Reader Printers, \*Microform Readers, \*Specifications Identifiers—Microfiche Viewer Printers, \*Microfiche Viewers

Microfiche viewers and viewer-printers available in the United States in 1973 are described. General evaluation criteria are first discussed to assist the potential buyer in developing a frame of reference for making judgments. Following this, detailed specifications, including photographs of the equipment, are uniformly listed for each of the 92 models surveyed. Features discussed include: model name, lenses available, fiche size accepted, screen size, screen type, positioning controls, optical system, rated lamp life, additional features available at no extra cost, optional extra-cost accessories, warranty period, list price, and discounts offered. Additional information is provided for those viewers capable of printing full-sized paper copies, including the process used, print speed, print size and print cost. (PB)

**ED 084 880** **EM 011 704**

*Freed, Michele M.*  
**Generation of Punctuation and Usage Exercises in Freshman English Using a Sentence Pool (PUNCT2-CW). Technical Report Number Six.**

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-6

Pub Date Dec 70

Note—15p.



**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, \*Data Bases, English Instruction, Pattern Drills (Language), Programming, \*Punctuation

Identifiers—\*PUNCT2CW, Sentence Pools

The purpose of PUNCT2-CW is to test the feasibility and practicality of a data base system of computer-assisted instruction in English. To save time and to provide comparison, this course was based on the objectives, format and logic of an earlier course, PUNCT. The present data base is a sentence pool composed of certain sentence patterns called prototypes, each with a unique call number. A program author can call a type of sentence by using the prototype name. By employing certain macros, he can use the sentences from the pool as if they had been hard coded. Original sentences can be quickly and simply added to the pool. Flow charts document the process from the time a sentence is called from the pool until it has been displayed and finally answer processed. The description of how the macros are used, and what must be included in a macro call, is a more detailed account expanding drills and providing new sentences within the already coded data base, but a modified system of macros is needed to simplify recall from the sentence pool. The speed of the system will be improved by translation into the APL programming language. (Author/SL)

**ED 084 881**

EM 011 705

Mitchell, Ron. Conner Michael

A Brief Description of the Purposes and Concepts of the Coursewriter II Preprocessor. System Memo Number Four.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—SM-4

Pub Date May 71

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Curriculum Development, \*Laboratory Manuals, Programing Languages

Identifiers—\*Coursewriter II Preprocessor

A brief description of the Coursewriter II preprocessor is provided. This preprocessor, a program written in FORTRAN IV on the CDC 6600 computer, is designed to reduce the repetition of effort that takes place from the time of the author's conception of a course to the time of its availability for on-line student instruction. The programmer deals mainly with two types of information: 1) control logic or course structure information, and 2) content information. The preprocessor enables the programmer to deal with the latter of these in a more natural way than Coursewriter II allows. The effectiveness of the preprocessor is currently being evaluated by using it to implement a 1500 Coursewriter II precalculus math course. (CH)

**ED 084 882**

EM 011 706

Judd, Wilson A. And Others

Development and Formative Evaluation of a Five Module Computer-Managed Instructional System for Educational Psychology. Technical Report Number Nineteen.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-19

Pub Date Apr 73

Note—85p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Performance, Behavioral Objectives, \*Computer Assisted Instruction, Course Evaluation, Criterion Referenced Tests, Curriculum Development, \*Educational Psychology, Formative Evaluation, Higher Education, Individualized Programs, Instructional Design, Instructional Materials, Program Costs, Teacher Education Curriculum

Identifiers—\*Computer Managed Instruction

This report describes the design, development, and formative evaluation of a computer-managed instruction (CMI) system in a university setting. The system, implemented on an IBM 1500 Instructional System, is designed to serve an undergraduate educational psychology course for teacher trainees. Two broad goals are defined for the project: satisfactory post-instructional student

performance; and positive affective outcomes with regard to the subject matter and the instruction/evaluation system. Subject matter is structured into five modules: 1) Computers in Education; 2) Classroom Management; 3) Tests and Measurement; 4) Cultural Differences; and 5) Statistics. The introduction, behavioral objectives and sample test items for each module are presented in appendices to the report. Only the data regarding performance measures are presented in this report. Evaluation of the affective aspects of the system will be discussed in subsequent reports. Based on project trials and initial use, modules and evaluation instruments have been revised. (JB)

**ED 084 883**

EM 011 707

Swann, James H.

Interpretation and Training Uses of Computer Printout Data of Naval Occupational Task Analysis Program (NOTAP).

Naval Personnel Research and Development Lab., Washington, D.C.

Report No.—WTR-73-34

Pub Date Jun 73

Note—123p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Data Bases, Educational Programs, \*Job Training, Military Personnel, \*Military Training, \*Occupational Information, \*Task Analysis, Technical Reports

Identifiers—Aerographers Mate (AG), \*Naval Occupational Task Analysis Program, NOTAP

This study attempted to demonstrate the potential value of the Naval Occupational Task Analysis Program (NOTAP) for its use in the design and development of training programs, courses, and curricula. The emphasis was focused on its application to the training programs for the Aerographer's Mate (AG) rating. Selected occupational data printouts were retrieved from NOTAP and interpreted in line with the framework for an AG program. It was recommended that the procedure of the study be used by the Chief of Naval Training as a basis for developing advanced programs. The examples of NOTAP computer printouts, format for task analysis and training program design were listed in the appendix. (CH)

**ED 084 884**

EM 011 708

Judy, Richard W. And Others

A Conceptual Design for the Cost Evaluation of Alternative Educational Systems in Managing the Air Force Academy and Air Force ROTC.

Air Force Human Resources Lab., Brooks AFB, Texas.; Canadian Commercial Corp., Ottawa (Ontario).

Report No.—AFHRL-TR-72-2

Pub Date Sep 73

Note—189p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Cost Effectiveness, \*Educational Administration, Evaluation Criteria, Field Interviews, Management Development, Military Schools, \*Models, Prediction, Simulation, Technical Reports

Identifiers—Educational Systems, Reserved Officer Training Corps of Air University, \*United States Air Force, United States Air Force Academy, USAF

The authors investigated the feasibility of designing cost/benefit, or cost effectiveness models for two alternative organizations within United States Air Force: the United States Air Force Academy and the Reserve Officer Training Corps of Air University. On the basis of the situation analyses, two cost simulation models for both institutions were developed to enhance their management planning and analysis capabilities. Preliminary efforts at analyzing the benefit side of the cost/benefit equation proved unrewarding and concentration was placed on the development of conceptual designs of cost simulation models; further resources are necessary to implement the proposed models. (Author/CH)

**ED 084 885**

EM 011 709

Asken, William B.

Human Resources and Personnel Cost Data in System Design Tradeoffs and How to Increase Design Engineer Use of Human Data.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Report No.—AFHRL-TR-73-46

Pub Date Oct 73

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Armed Forces, \*Decision Making, \*Engineering Technology, \*Human Resources, \*Psychologists, Speeches, Systems Analysis

Identifiers—United States Air Force, USAF

A review of recent studies about the use of human resources data in system design tradeoffs suggests that it is necessary for military psychologists to enter into the decision process of the design problem. The design engineer may study many alternatives, each of which should be evaluated in terms of human resources data which describe what the people of an organization can contribute, how much they cost, how available they are, how perishable they are, and how many of them are needed. In addition, the psychologists may supply such scientific data as human reaction times, visual perception, reach distance, etc. This kind of communication between military psychologists and the design engineer could lead to development of products which make less demand on human resources. (CH)

**ED 084 886**

EM 011 710

Monroe, Margaret Warne

Games as Teaching Tools. An Examination of the Community Land Use Game. Papers on Gaming Simulation Number One.

Cornell Univ., Ithaca, N.Y. Center for Urban Development Research.

Pub Date 68

Note—133p; MS Thesis submitted to the Graduate School of Cornell University

Available from—Center for Urban Development Research, Cornell University, 726 University Avenue, Ithaca, New York 14850 (\$2.50)

Document Not Available from EDRS.

Descriptors—Conventional Instruction, Decision Making, \*Ecology, \*Educational Games, Educational Research, \*Environmental Education, Games, Graduate Study, Instructional Innovation, Lecture, Models, \*Simulation, \*Teaching Methods, Teaching Techniques, Urban Education

Identifiers—CLUG, \*Community Land Use Game, Human Ecology, Human Systems

An experimental study sought to determine if simulation-type games could teach a given body of material as effectively as the traditional lecture method. Graduate students in a Human Ecology course were divided into experimental and control groups; the former played the Community Land Use Game (CLUG), the latter attended lectures. Posttests measured their respective amounts of learning. Results indicated that the two methods taught facts equally well and that factual retention was equal for both groups. Students taught by the lecture method learned more about theoretical concepts and were better able to integrate disparate facts, whereas those playing CLUG learned more specific facts, better understood the dynamics of interactive human systems, and were more highly motivated. It was concluded that games were useful educational tools, especially in that they contributed to the students' understanding of decision-making in dynamic systems; it was recognized, however, that games were only effective when well grounded in factual information and when carefully critiqued and it was recommended that they be employed in conjunction with other teaching methods. (PB)

**ED 084 887**

EM 011 711

Chapman, Warren. And Others

SIGI: Report of a Pilot Study Under Field Conditions.

Educational Testing Service, Princeton, N.J.

Pub Date 73

Note—257p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Career Education, \*Career Planning, Community Colleges, \*Decision Making Skills, Evaluation Criteria, Grade Prediction, Individualized Programs, Man Machine Systems, \*Occupational Guidance, Occupational Information, Personal Values, Pilot Projects, Post Secondary Education, Question Answer Interviews, Scoring Formulas, Simulation, Student Evaluation

Identifiers—CGP, Comparative Guidance and Placement Test, Mercer County Community College, SIGI, Simulated Occupational Choice game, \*System of Interactive Guidance and Information

This paper describes the procedures and results of a pilot study of a computer-based System of Interactive Guidance and Information (SIGI) which was designed to help community college

students make rational career decisions. A number of the important features of the system are summarized in terms of the source of the value dimensions used in SIGI, the source and rating of occupational information, the derivation of regression equations for prediction, and the strategy to reach tentative career decisions. An illustration with a concrete example of a student's response clarifies the complex processes involved. The pilot study was evaluated in terms of the responsiveness of SIGI to the needs and purposes of students, and the responsiveness of students to SIGI. Further study is required to generalize the results. (CH)

**ED 084 888** EM 011 712

*Bomar, Cora Paul And Others*  
Guide to the Development of Educational Media Selection Centers.

American Library Association, Chicago, Ill.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73  
Note—102p.; ALA Studies in Librarianship, n4  
Available from—American Library Association,  
50 East Huron Street, Chicago, Illinois 60611  
Document Not Available from EDRS.

Descriptors—Audiovisual Centers, Guides, Information Centers, \*Instructional Materials Centers, \*Instructional Media, \*Media Selection, Networks, Resource Centers

Identifiers—\*Educational Media Selection Centers

The ten articles which comprise this collection are intended to stimulate creative thinking about ways to improve existing educational media selection centers and to develop new ones. The authors share their professional judgments about how to organize, staff, administer and equip centers, how to use them to evaluate media, and how they work as individual units and as parts of larger networks. The first four articles introduce the concept of the educational media selection center, tell why it is necessary and discuss its program and administration. Other papers treat media collections, personnel tasks, facilities, budgets and networks, and the closing article presents a summary and a set of conclusions. (Author/PB)

**ED 084 889** EM 011 713

*Smith, John B.*  
An Advanced Sequence of Computer Courses for Humanities Students: The Penn State Program.

Pennsylvania State Univ., University Park.  
Pub Date Aug 73

Note—14p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Computers, Computer Science, \*Computer Science Education, \*Humanities, \*Humanities Instruction, Problem Solving, Program Descriptions, Programming Languages, Undergraduate Study

Identifiers—Natural Language, Pennsylvania State University, PL1 Programming Language

A series of computer science courses at Pennsylvania State University is designed to meet the needs of undergraduate humanities students who wish to use computers. The first of three integrated courses exposes the student to the range of computer applications in the humanities and teaches him to write nontrivial programs in the PL1 Programming Language. Instruction is arranged around programming problems; students survey the literature of computer applications and do a design project. The second course concentrates upon teaching students how to break complex tasks into their components. Natural language use is stressed and additional technical information is presented, including matters such as job control language and system utilities. In the third course the student solves a complex problem. He develops a thesis, translates it into operational terms and computational procedures, performs an analysis, interprets the results, and maps the results back to the level from which he began. The sequence has been judged successful since it teaches students both the general techniques of problem-solving and, more specifically, creative, substantive ways to use the computer in the humanities. (PB)

**ED 084 890**

*Ahl, David H.*  
Understanding Mathematics and Logic Using BASIC Computer Games.

Digital Equipment Corp., Maynard, Mass.

Pub Date Nov 73

Note—60p.; See also EM 011 681

Available from—Software Distribution Center,  
Digital Equipment Corp., Maynard, Massachusetts 01754 (\$1.50)

Document Not Available from EDRS.

Descriptors—\*Educational Games, \*Games, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, \*Logic, \*Mathematics, Models, Secondary Grades, Simulation, \*Teaching Guides

Identifiers—BASIC, \*Computer Games, Coordinates, Grids, Inference

This combination teacher's guide and student workbook serves as a companion volume to 101 BASIC Computer Games (EM 011 681). It presents ideas, exercises and supplemental projects which will aid the teaching and learning of a wide variety of academic subjects in grades 7 through 12, although the emphasis is upon mathematics and logic. In addition, the book stresses how to use games to teach people how to think, to be adaptable, to expect surprises, to understand and to have fun. Following an introduction which reviews the history of games and their educational significance, individual chapters deal with mathematical logic, inference, coordinates and grids, and abstract models. A short bibliography is appended. (PB)

## FL

**ED 084 891** FL 004 067

*Martinez, Emiliano And Others*  
Otros amigos, otras culturas: Libro de lectura 2, nivel 2 (Other Friends, Other Cultures: Reader 2, Level 2).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 (\$4.25)

Document Not Available from EDRS.

Descriptors—\*Applied Reading, \*Basic Reading, Beginning Reading, Biculturalism, \*Bilingual Education, Developmental Reading, Reading Materials, Reading Programs, Sequential Reading Programs, \*Spanish, Story Reading, \*Textbooks

This reading textbook was designed for the elementary school Spanish-speaking student. It contains short passages which provide an initiation into knowledge of other countries and ways of life to encourage development of the senses of friendship, curiosity, and solidarity. See FL 004 069 for the accompanying workbook. (Author/SK)

**ED 084 892** FL 004 068

*Martinez, Emiliano And Others*  
La ciudad: Libro de lectura 1, nivel 2 (The City: Reader 1, Level 2).

Pub Date 72

Note—143p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 (\$4.25)

Document Not Available from EDRS.

Descriptors—Applied Reading, Basic Reading, \*Biculturalism, \*Bilingual Education, Cultural Enrichment, \*Developmental Reading, Language Arts, Language Enrichment, Reading Materials, Sequential Reading Programs, Social Environment, \*Spanish, Story Reading, \*Textbooks

This reading textbook was designed for the elementary school Spanish-speaking student. It presents short selections pertaining to city life, with special emphasis on streets, transportation, public services, personal relations, and the urban environment. The presentation includes color illustrations. See FL 004 070 for the accompanying workbook. (Author/SK)

**ED 084 893** FL 004 069

*Martinez, Emiliano And Others*  
Otros amigos, otras culturas: Libro de actividades, 2 (Other Friends, Other Cultures: Workbook 2).

Pub Date 72

EM 011 714

Note—128p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 (\$2.25)

Document Not Available from EDRS.

Descriptors—Applied Reading, Basic Reading, Biculturalism, \*Bilingual Education, Developmental Reading, Instructional Materials, \*Reading Materials, Reading Programs, \*Sequential Reading Programs, \*Spanish, Spanish Speaking, Story Reading, \*Workbooks

This workbook was designed for use with the textbook of the same name. It contains exercises for the recognition of sounds and letters, reading comprehension, oral expression, and the use of diphthongs, compound words, idioms, synonyms and antonyms, word families, and dictionaries. The presentation includes drawings, puzzles, and games with color illustrations. (Author/SK)

**ED 084 894** FL 004 070

*Martinez, Emiliano And Others*  
La ciudad: Libro de actividades, 1 (The City: Workbook 1).

Pub Date 72

Note—140p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. (\$2.25)

Document Not Available from EDRS.

Descriptors—Applied Reading, Basic Reading, Beginning Reading, \*Bilingual Education, Developmental Reading, \*English, Instructional Materials, Language Arts, Reading Games, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Reading Skills, \*Spanish, \*Spanish Speaking, \*Workbooks

This workbook, designed to be used with a textbook of the same title, contains exercises, riddles, puzzles, coloring activities, and reinforcement of various word-perception skills and sentences. Included is a step-by-step procedure of phonetic analysis. The intention of the workbook is to enable students to apply their ability to get meaning from the printed page. (Author/SK)

**ED 084 895** FL 004 071

*Martinez, Emiliano And Others*  
Mira y lee: Libro de actividades, 1 (Look and Read: Workbook 1).

Pub Date 72

Note—128p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 (\$2.25)

Document Not Available from EDRS.

Descriptors—Applied Reading, Basic Reading, Beginning Reading, \*Bilingual Education, Developmental Reading, \*English, Instructional Materials, Language Arts, Reading Games, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Reading Skills, \*Spanish, \*Spanish Speaking, \*Workbooks

This workbook, designed to be used with the textbook of the same title (FL 004 271), contains exercises, riddles, puzzles, coloring activities, and reinforcement of various word-perception skills and sentences. Included is a step-by-step procedure of phonetic analysis. The intention of the workbook is to enable students to increase their ability to get meaning from the printed page. (Author/SK)

**ED 084 896** FL 004 072

*Martinez, Emiliano And Others*  
Trabaja y aprende: Libro de actividades, 3 (Work and Learn: Workbook 3).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center 295 Evanston Drive, Hightstown, N.J. 08520 (\$2.25)

Document Not Available from EDRS.

Descriptors—Applied Reading, Basic Reading, Beginning Reading, \*Bilingual Education, Developmental Reading, \*English, Instructional Materials, Language Arts, Reading Games, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Reading Skills, \*Speaking, \*Workbooks

This workbook, designed to be used with the textbook of the same title (FL 004 273), contains exercises, riddles, puzzles, coloring activities, and reinforcement of various word-perception skills and sentences. Included is a step-by-step procedure of phonetic analysis. The intention of

the workbook is to enable students to increase their ability to get meaning from the printed page. (Author/SK)

**ED 084 897** FL 004 073

Martinez, Emiliano And Others

*Mira: Libro de apresto (Look: Preparatory Book).*

Pub Date 72

Note—31p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$1.50)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Biculturalism, \*Bilingual Education, Cartoons, Classroom Games, Instructional Media, \*Prereading Experience, Reading Materials, \*Reading Readiness, Spanish, Spanish Speaking, \*Textbooks, Visual Aids, \*Visual Learning, Visual Literacy. This primer picture book may be used in various games and activities to extend the child's vocabulary and to provide pre-reading practice in letter and sound identification, categorization, and audio-visual discrimination. (Author/SK)

**ED 084 898** FL 004 074

Martinez, Emiliano And Others

*Lee y trabaja: Libro de actividades, 2 (Read and Work: Workbook 2).*

Pub Date 72

Note—127p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$2.25)

**Document Not Available from EDRS.**

Descriptors—Applied Reading, Basic Reading, Beginning Reading, \*Bilingual Education, Developmental Reading, \*English, Instructional Materials, Language Arts, Reading Games, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Reading Skills, \*Spanish, \*Spanish Speaking, \*Workbooks

This workbook, designed to be used with the textbook of the same title (FL 004 272), contains exercises, riddles, puzzles, coloring activities, and reinforcement of various word-perception skills and sentences. Included is a step-by-step procedure of phonetic analysis. The intention of the workbook is to enable students to increase their ability to get meaning from the printed page. (Author/SK)

**ED 084 899** FL 004 271

Martinez, Emiliano And Others

*Mira y lee: Libro de lectura 1, nivel 1 (Look and Read: Reader 1, Level 1).*

Pub Date 72

Note—80p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$2.95)

**Document Not Available from EDRS.**

Descriptors—\*Basic Reading, \*Bilingual Education, Bilingualism, Developmental Reading, \*Elementary School Students, Intonation, Language Arts, Oral Expression, Phonetics, Phonics, Puerto Ricans, \*Reading Materials, Reading Programs, \*Spanish, Spanish Speaking, Textbooks, Visual Discrimination, Vocabulary Development

This reading textbook contains a series of stories designed to relate to the natural interest of the school child. Students learn about a Puerto Rican family living in New York. New vocabulary is introduced gradually for the student to memorize. Included are exercises in oral expression and comprehension, auditory discrimination, intonation, pronunciation, and visual discrimination. The book contains many color illustrations. (Author/SK)

**ED 084 900** FL 004 272

Martinez, Emiliano And Others

*Lee y trabaja: Libro de lectura 2, nivel 1 (Read and Work: Reader 2, Level 1).*

Pub Date 72

Note—111p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.95)

**Document Not Available from EDRS.**

Descriptors—Auditory Discrimination, \*Basic Reading, \*Bilingual Education, Bilingualism, Developmental Reading, \*Elementary School Students, Instructional Materials, Intonation,

Language Arts, Oral Expression, Phonics, \*Reading Materials, Reading Programs, \*Spanish, Spanish Speaking, Textbooks, Visual Discrimination, Vocabulary Development

This reading textbook, the second of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. On this level the number of words to memorize is increased (on the average, four per unit) while at the same time, the study of word variants is introduced to begin analysis exercises based on the configuration of each. The exercises of auditory discrimination are completed with the visual recognition of normal endings—diminutives, verbs, etc. Stress is paid to the intonation and writing of the letters. The tests which students must read increase in complexity—from the phrase to the sentence. The book contains many color illustrations. (SK)

**ED 084 901** FL 004 273

Martinez, Emiliano And Others

*Trabaja y aprende: Libro de lectura 3, nivel 1 (Work and Learn: Reader 3, Level 1).*

Pub Date 72

Note—104p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.95)

**Document Not Available from EDRS.**

Descriptors—Auditory Discrimination, \*Basic Reading, \*Bilingual Education, Developmental Reading, \*Elementary School Students, Instructional Materials, Intonation, Language Arts, Oral Expression, Phonetics, Phonics, Puerto Ricans, \*Reading Materials, Reading Programs, \*Spanish, Textbooks, Visual Discrimination, Vocabulary Development

This reading textbook, the third of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. In the book, students learn about a Puerto Rican family living in New York. Attention is paid to visual and auditory discrimination of consonant groups and normal endings. Included are exercises which are intended to perfect pronunciation and intonation. Work is begun on the reading of symbols such as dashes, accents, and numbers. New vocabulary words are introduced with greater frequency. The book contains many color illustrations. (Author/SK)

**ED 084 902** FL 004 274

Martinez, Emiliano And Others

*Programa de lengua española: Guía para el profesor, 2 (Spanish Language Program: Teacher's Guide 2).*

Pub Date 72

Note—251p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 (\$9.50)

**Document Not Available from EDRS.**

Descriptors—\*Beginning Reading, \*Bilingual Education, Bilingualism, Developmental Reading, Early Reading, Language Instruction, \*Lesson Plans, Reading Materials, Reading Programs, \*Spanish, \*Teaching Guides, Textbooks

This teacher's guide is designed for use with "La Ciudad" and "Otros Amigos, Otras Culturas," two textbooks in the second part of the Spanish language series of readers. It contains lesson plans to enable the teacher to make better use of the texts and includes illustrations taken from each of the books themselves. (SK)

**ED 084 903** FL 004 275

Martinez, Emiliano And Others

*Programa de lengua española: Guía para el profesor, 1 (Spanish Language Program: Teacher's Guide 1).*

Pub Date 72

Note—350p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$19.50, includes three sets of flashcards)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, \*Bilingual Education, Bilingualism, Developmental Reading, Early Reading, Language Instruction, \*Lesson Plans, Reading Materials, \*Reading Programs, \*Spanish, \*Teaching Guides, Textbooks

This teacher's guide is designed for use with the following textbooks in the Spanish language reading series: "Mira," "Mira y Lee," "Lee y Trabaja," and "Trabaja y Aprende." It contains

lesson plans for each text and illustrations from the books themselves. (SK)

**ED 084 904** FL 004 349

Harrison, Helene W. Miller, Damon

*Student Study Guide for Teaching English as a Second Language.*

Harlandale Independent School District, San Antonio, Tex.; San Marcos Independent School District, Tex.; Southwest Texas State Univ., San Marcos.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Report No.—DPSC-97-0014

Pub Date Feb 72

Grant—OEG-0-9-530014-348(280)

Note—109p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Bilingual Education, Consonants, Dictionaries, \*English (Second Language), Intonation, \*Language Teachers, Lexicology, Morphology (Languages), Phonetics, Self Concept, Self Evaluation, \*Study Guides, Supplementary Textbooks, Syntax, \*Teaching Methods, Teaching Techniques, Vocabulary, Vowels

This study guide for teaching English as a second language is intended to be used as an individualized in-service training unit for teachers and prospective teachers in bilingual education programs. It contains 12 lesson plans which deal with consonants, vowels, intonation, morphology, syntax, sound systems, self-evaluation, and lexicon. Included is a discussion of additional methods for teaching English as a second language. (SK)

**ED 084 905** FL 004 351

Bell, Mozelle Sawyer Arribas, E. Jaime

*Ecologia: Spanish Ecology Packet Resource Units and Materials for Intermediate and Advanced Spanish Classes.*

Minnesota State Dept. of Education, St. Paul, Div. of Instruction.

Pub Date 72

Note—132p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Air Pollution Control, Classroom Materials, Ecological Factors, \*Ecology, Environment, \*High School Students, \*Instructional Materials, Language Instruction, Pollution, Resource Materials, \*Resource Units, \*Spanish, Water Pollution Control

This Spanish ecology packet contains resource units and materials for intermediate and advanced Spanish classes. It is designed to be used for individual and small-group instruction in the senior high school to supplement the Spanish language curriculum. Included are articles, pictures, and cartoons from Spanish-language newspapers and magazines dealing with various pollution problems and the conservation of natural resources. The units are self-contained and can be used separately. The packet also contains exercises and information concerning supplementary reading. (SK)

**ED 084 906** FL 004 392

Gerver, D.

*Simultaneous and Consecutive Interpretation and Human Information Processing.*

Durham Univ. (England).

Spons Agency—Social Science Research Council, London (England).

Pub Date Dec 71

Note—122p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Acoustical Environment, Auditory Perception, Experiments, Human Services, \*Information Processing, \*Interpreters, Listening Comprehension, Psychological Patterns, Reaction Time, Statistical Analysis, Tables (Data), Time Perspective, \*Translation, Verbal Stimuli. The aim of this study is to investigate the effects of noise on the performance of simultaneous conference interpreters, and to carry out a detailed examination of verbal and temporal aspects of their output in relation to source language input. A further aim is to compare the relative effectiveness of simultaneous and consecutive interpretation in conveying information to the listener under both normal and adverse listening conditions. A bibliography of references is included. (Author/DD)



ED 084 907

FL 004 507

*Wilks, Yarrick.*  
**Lakoff on Linguistics and Natural Logic.**  
 Stanford Univ., Calif. Dept. of Computer Science.  
 Spons. Agency—Advanced Research Projects  
 Agency, Washington, D.C.  
 Report No.—STAN-CS-72-289  
 Pub Date Jun 72  
 Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Concept Formation, Deep Structure, \*Linguistic Theory, \*Logic, \*Morphology (Languages), Phrase Structure, Psycholinguistics, \*Semantics, Surface Structure, Syntax, Transformational Grammar, Grammar, Transformations (Language), Translation  
 Identifiers—\*Lakoff (G)

This paper examines and criticizes Lakoff's notions of a natural logic and of a generative semantics described in terms of logic. The author argues that the relationship of these notions to logic as normally understood is unclear but suggests a number of possible interpretations of the thesis of generative semantics. Further, on these interpretations, the thesis of generative semantics is considered false, unless it be taken as a mere notational variant of Chomskyan theory. In addition, he asserts that Lakoff's work may provide a service in that it constitutes a reductio ad absurdum of the derivational paradigm of modern linguistics and shows that only a system with the ability to reconsider its own inferences can do the job that Lakoff sets up for linguistic enquiry. (Author/DD)

ED 084 908

FL 004 528

*McNeill, David.*  
**The Two-Fold Way for Speech.**  
 Spons. Agency—National Science Foundation, Washington, D.C.  
 Pub Date 15 May 72  
 Note—29p.; Paper presented at the C.N.R.S. Conference on Psycholinguistics, Paris, France, December 12-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, \*Cognitive Processes, Deep Structure, Experiments, Kernel Sentences, Language Learning Levels, Language Patterns, \*Linguistic Competence, \*Linguistic Performance, Pictorial Stimuli, Semantics, Sentence Structure, Serial Ordering, \*Speech, Surface Structure, Syntax, Tables (Data), \*Time

On the basis of experimental data, the author makes the following observations: (1) the basic encoding processes in speech, the schemas of order, first produce elementary underlying sentences; (2) underlying sentence structure is the controlling step in the organization of speech; (3) underlying sentence structure plays a central role in regulating the duration of speech; (4) various processes that relate to speech take widely different amounts of time; (5) therefore, there is a definite correspondence between grammatical structure and linguistic performance. Tables containing data concerning temporal duration and a bibliography of references are included. (DD)

ED 084 909

FL 004 533

*Meeker, Mary Meeker, Robert.*  
**Strategies for Assessing Intellectual Patterns in Black, Anglo, and Mexican-American Boys—or Any Other Children—and Implications for Education.**  
 Pub Date [73]  
 Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, Aptitude Tests, Cognitive Tests, Cultural Factors, Culture Free Tests, \*Educational Testing, \*Group Intelligence Tests, Intelligence Quotient, \*Intelligence Tests, Mexican Americans, \*Minority Group Children, Negro Youth, Prognostic Tests, Spanish Speaking, Student Testing, \*Test Bias, Test Construction, Test Interpretation, Test Reliability, Test Validity  
 Identifiers—\*Stanford Binet Intelligence Test

In this analysis of intelligence testing of minority group children, the implications of inadequate testing practices are discussed. Several aspects of test design are examined: deficiencies in intelligence testing, cultural bias, construct validity, and diagnostic utility. A sample set of results derived from a Stanford-Binet test administered to 257 respondents is examined: statistical data are included. The author concludes that "in-

vestigations of cultural biases in intelligence testing have established the fact that the most widely used test procedures are 'penalizing' for non-Anglo, lower socioeconomic groups." Teachers are cautioned of the dangers in using group-test results to plan academic programs geared to individual needs. (RL)

ED 084 910

FL 004 542

*Saad, Geti, Comp.*  
**Selected Bibliography of Educational Materials in Pakistan, Vol. 5, No. 4, 1971.**  
 National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Pub Date 71  
 Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Childhood, Comparative Education, \*Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Objectives, Educational Research, Elementary Education, Higher Education, Instructional Media, Psychology, Social Sciences, Sociology, Teacher Education, Teaching Methods, Textbooks, Womens Education  
 Identifiers—\*Pakistan

This annotated bibliography lists 109 entrees of selected educational materials in Pakistan covering the period from October through December 1971. Categories include: (1) administration, organization, and financing of education, (2) agricultural education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) education goals, (8) education planning, (9) education reforms, (10) education research, (11) elementary and secondary education, (12) examinations, (13) health education, (14) higher education, (15) history of education, (16) teaching of language, (17) libraries, (18) literacy, (19) medical education, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teacher education, (26) teachers, (27) technical education, (28) textbooks, (29) women's education, (30) general, (31) teaching methods and media, and (32) writers' index. (HW)

ED 084 911

FL 004 549

*Jenkins, Mary.*  
**Bilingual Education in New York City.**  
 New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education; New York City Board of Education, Brooklyn, N.Y. Office of Personnel.  
 Pub Date Jun 71  
 Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, \*Educational Policy, \*English, Financial Support, Language Programs, Minority Groups, Non English Speaking, \*Puerto Ricans, Second Language Learning, Second Languages, \*Spanish, Spanish Speaking  
 Identifiers—\*New York City

This report attempts to place in perspective the position of bilingual education in New York City. It is divided into the following sections: (1) Bilingual Education—A Historical Perspective, (2) The Puerto Rican Child in the New York City School System, (3) Bilingual Education in the New York City School System, (4) Funding for Bilingual Programs, (5) Rationale for Bilingual Education, (6) Summary and Conclusions, (7) Appendixes, and (8) Bibliography. Included are various tables for the presentation of statistical material. (SK)

ED 084 912

FL 004 551

*Roberts, Arnold R., Ed. And Others.*  
**Secondary School Curriculum Guide: Foreign Language, Grades 7-12, Levels 1-13.**  
 Cranston School Dept., R.I.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 72  
 Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Audiolingual Skills, Behavioral Objectives, Cognitive Objectives, Cultural Education, \*Curriculum Guides, Curriculum Planning, Educational Objectives, \*French, Grammar, High School Curriculum, \*Italian, \*Language Instruction, Modern Language Curriculum, Psychomotor Objectives,

Reading Skills, \*Secondary Grades, Second Language Learning, Sentence Structure

This foreign language curriculum guide for secondary school French and Italian includes the instructional objectives and activities for each language learning level and its corresponding suggested school grade. For French, there is a further breakdown according to language skills, grammar, reading, structures, conversation, and culture and civilization. For each level there is an objective statement which specifies the behavior variable or the intended behavior of the student as a result of having participated in a set of instructional experiences. Following is a detailed list of activities that the student must engage in successfully in order to attain the stated objective. The value of such a guide is in helping the teacher to select appropriate learning experiences, in communicating to others what is expected, and in providing both the student and teacher with a standard for evaluating progress. Objectives should not be seen as limiting teacher innovation or what the student is expected to know. (HW)

ED 084 913

FL 004 555

*Ramirez de Arellano, Diana.*  
**El español: La lengua de Puerto Rico. Aprecio y defensa de nuestra lengua materna en la ciudad de Nueva York (Spanish: Language of Puerto Rico. Appreciation and Defense of our Mother Tongue in New York City).**  
 New York City Board of Education, Brooklyn, N.Y.

Pub Date Mar 71

Note—39p.; Speech (in Spanish) presented in the Puerto Rican Heritage Lecture Series for Bilingual Professionals

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Educational Programs, English, \*Language Programs, Language Usage, Latin American Culture, Minority Groups, \*Puerto Ricans, Self Concept, \*Self Esteem, \*Spanish, Spanish Speaking, Speech, Speech Education, Speech Improvement

The author presents her appreciation and defense of Spanish as it is spoken in New York City, especially among Puerto Ricans. She believes that the institution of bilingual education in the city's schools is an important first step in elevating Spanish to the position it deserves as a means of instruction and communication. The instructional materials still need, however, to reflect the predominant culture of the Hispanic population. Closely related is the need for well-trained Spanish-speaking teachers who can easily relate to the educational problems of the students. These measures will help to reverse the negative self-concept that Puerto Ricans have of themselves and their language. With such a change of attitude, the author believes will come the self-respect necessary for a true appreciation of Puerto Rican Spanish, which when spoken properly is different but in no way inferior to Peninsular Spanish. (SK)

ED 084 914

FL 004 585

**Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), May-June 1973.**

San Diego City Schools, Calif.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—36p.; In English and Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, \*English, Ethnic Groups, Instructional Materials, Language Arts, Mexican Americans, Minority Groups, \*Newsletters, Portuguese, Reading, Sciences, \*Spanish

This newsletter is designed to promote the advancement of bilingual-bicultural education. Articles in this issue include "Humanizing Education for the Chicano," "Individualizing Spanish Language Arts at the Second Grade Level," "Two Eye-Catching Third-Grade Science Tests," "Happy Junior High Reading with 'El Galano Arte de Leer'," and "Field-Testing Favorites: Sample Lesson for 'Naturaleza y Sociedad.'" Part of the text is in Spanish. Also included is a suggested list of U.S. distributors of educational materials in Spanish and Portuguese. (SK)

ED 084 915

FL 004 598

Diaz, Carmen

**Bilingual-Bicultural Materials.**

Kansas Univ., Lawrence. Special Education Instructional Materials Center.

Pub Date [73]

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Biculturalism, \*Bilingual Education, Bilingualism, Classroom Materials, English (Second Language), Ethnic Groups, Evaluation, \*Instructional Materials, Minority Groups, Reference Materials, \*Spanish, Spanish Culture, Spanish Speaking

This publication describes educational materials which are both bilingual and bicultural. It also lists evaluative instruments which can be useful in making assessments of children who come from Spanish-speaking families. The final section includes reference sources and bibliographies for English as a second language program. (SK)

ED 084 916

FL 004 600

Koppe, J., Comp.

**Handbook for First Year Experimental Language Development Program, Book Two.**

Bernard Van Leer Foundation, The Hague (Netherlands); Queensland Dept. of Education, Brisbane (Australia).

Pub Date Mar 73

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Childrens Games, Classroom Games, \*Elementary Grades, \*English (Second Language), Form Classes (Languages), Instructional Materials, \*Language Instruction, Listening Skills, Oral English, Poetry, Reading Skills, Recreational Activities, Second Language Learning, Short Stories, Speech Skills, \*Teaching Guides, \*Teaching Techniques, Visual Aids, Writing Skills

Identifiers—Aborigines

This hand book is to be used in conjunction with Book Two of an English as a second language program for young aboriginal children. It outlines in detail suggested activities for each week of class, emphasizing oral and reading skills. There are numerous games, poems, and short stories. Also included are appendices on teaching equipment, recommended books for children, and references for teachers, as well as an index to the rhymes and games in the handbook. (HW)

ED 084 917

FL 004 604

Rodriguez Mungia, Juan C. Pereira, Ildeberto

**List of Testing Materials in English as a Second Language and Spanish.**

Massachusetts State Dept. of Education, Boston.

Bureau of Transitional Bilingual Education.

Pub Date Nov 72

Note—24p.; Oversized documents; Actual page count is 12 pages

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, \*Bilingual Education, \*Bilingualism, Diagnostic Tests, \*English (Second Language), Individual Tests, Language Ability, Language Proficiency, Language Programs, Language Skills, \*Language Tests, \*Spanish, Standardized Tests, Test Reviews, Test Selection, Verbal Ability, Verbal Tests

This booklet presents a list of testing materials in English as a second language and Spanish. Among the information included are the name and description of each test, the test level, the address of the publisher, and the known uses. Forty-three tests are discussed. (SK)

ED 084 918

FL 004 605

**Bilingual Newspapers, Newsletters, and Periodicals.**

New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.

Report No—L-12G(S)

Pub Date May 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, Classroom Materials, \*Foreign Language Periodicals, Instructional Aids, Instructional Materials, Instructional Media, Latin American Culture, \*Newsletters, News Media, \*Newspapers, Reading Materials, Reading Material Selection, \*Spanish, Spanish American Literature, Spanish Culture

This booklet presents a list of 34 Spanish-language newspapers published in the United States

and Latin America, 23 newsletters with information in the field of bilingual education, and 42 magazines published in Spanish and available in the U.S. Information includes the name of the publication, the city or country of origin, the address of the distributor, the publication schedule, and the potential level of appeal for use in the classroom. (SK)

ED 084 919

FL 004 610

**Bilingual Audiovisual Materials.**

New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.

Report No—K-8D(S)

Pub Date May 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, \*Audiovisual Instruction, Bibliographies, \*Bilingual Education, Classroom Materials, English, Films, Instructional Films, Instructional Media, Language Aids, Language Laboratories, \*Multimedia Instruction, Spanish, Tape Recordings, Video Cassette Systems

This booklet contains an annotated list of bilingual audiovisual materials. It discusses films, records, cassettes, and tapes. Other information includes periodicals, a list of distributors, and bibliographies. (SK)

ED 084 920

FL 004 616

**Schools with Bilingual Programs Funded by Titles I, III, and VII, ESEA.**

New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.

Pub Date May 73

Note—73p.; Oversized document; Actual page count is 37 pages

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Education, Bilingualism, \*Bilingual Schools, Coordinators, Educational Finance, \*Educational Programs, Elementary Schools, English (Second Language), Ethnic Groups, \*Federal Aid, High Schools, Minority Groups, School Districts, School Location, Spanish, \*Urban Schools

Identifiers—\*Elementary and Secondary Education Act, ESEA, New York City

This booklet presents a list of schools in New York City with bilingual programs funded by Titles I, III, and VII of the Elementary and Secondary Education Act. Information provided includes the name of the school, the community school district in which it is located, the school address, the title of the program, the project coordinator, and the telephone number. (SK)

ED 084 921

48

FL 004 633

Thompson, Nancy A. Marx, Thomas F.

**Continuation of Special Approach to Spanish. Final Report.**

Portland Public Schools, Maine.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—110495A

Pub Date 25 Jul 73

Contract—OEC-0-72-0239

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Control Groups, Diagnostic Tests, Experimental Groups, Individualized Curriculum, \*Individualized Instruction, Individualized Programs, Language Instruction, Language Skills, Language Tests, \*Multimedia Instruction, Programed Materials, Program Evaluation, \*Secondary Grades, Second Language Learning, \*Spanish, Student Attitudes, Student Evaluation, \*Teaching Methods

As a continuation of previous research, this project was designed to test the efficacy of a multi-media individualized program in Spanish. Spanish 2 students were divided into three groups, two experimental and one control group. One experimental group utilized the individualized approach in Spanish 1 and Spanish 2. The other studied traditional Spanish 1 and entered an individualized Spanish 2 class. The control group completed Spanish 1 and Spanish 2 by the traditional method. Pre-tests indicated that there was no significant difference in achievement among the groups. Post-test results showed that the students whose initial experience with the individualized approach began at level 2 made less progress than did the other two groups in listening and writing. It is concluded that orientation difficulties noted in the first year's research are

more severe when they are experienced at level 2. Students with two years of individualized instruction make progress similar to the traditionally taught group. Their attitude is more positive and, regardless of level of achievement, more of them continue learning Spanish than do those in the control group. For the previous report, see ED 066 100. (Author)

ED 084 922

FL 004 641

Gallagher, Rosina Mena

**An Evaluation of a Counseling-Community Learning Approach to Foreign Language Teaching or Counseling-Learning Theory Applied to Foreign Language Learning. Final Report.**

Loyola Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-1-E-168

Pub Date Jun 73

Grant—OEG-5-72-0014(509)

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Methods, Audiovisual Instruction, College Language Programs, \*Educational Experiments, German, \*Language Instruction, \*Modern Languages, Multimedia Instruction, \*Second Language Learning, Spanish, \*Teaching Methods

This study evaluates the counseling-learning approach to foreign language instruction as compared with traditional methods in terms of language achievement and change in personal orientation and in attitude toward learning. Twelve students volunteered to learn Spanish or German under simultaneous exposure to both languages using the counseling-learning approach. The activities offered were (1) conversations in the target language through the client-counselor relationship, (2) discrimination of linguistic structure through multi-sensory equipment, and (3) evaluative sessions. The comparison group was composed of twelve students from regular Spanish and German classes at a different university, who volunteered to take the same pre- and post-test battery as the counseling-learning group. A bibliography, sample tests, and group pictures are included. (RL)

ED 084 923

FL 004 643

Baratz, Joan C. And Others

**Development of Bilingual/Bicultural Education Models. Final Report.**

Education Study Center, Inc., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—191p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Biculturalism, \*Bilingual Education, \*Bilingualism, Bilingual Schools, Bilingual Students, Community Development, Educational Needs, Educational Policy, \*Educational Programs, Educational Strategies, Language Planning, \*Language Programs, Language Role, Minority Groups, Non English Speaking, Second Language Learning, Sociolinguistics

This report discusses the development of bilingual/bicultural education models. Included is information concerning the goals of bilingual education, six models of program realization, and problems and possibilities in implementing the models. Also included are footnotes and a bibliography. The appendixes present various articles: "A Brief Survey of Selected Bilingual Programs and Curricula," by Judith Perez de Heredia; "The Descriptive Analysis, Establishment, and Measurement of 'Bilingual' Verbal Behavior," by Stanley Sapon; "Bilingual Education: An International Perspective," by Charles Ferguson, Catherine Houghton, and Marie Wells; "Pedagogical Models of Bilingualism—A Sociolinguistic Appraisal," by William Stewart, and "Biculturalism-Bilingualism," by Harvey Sarles. [Not available in hard copy due to marginal legibility of original document.] (SK)

ED 084 924

FL 004 652

Santiago, Jorge And Others

**Estudio Cultural de Puerto Rico. A Cultural Study of Puerto Rico.**

Education Service Center Region 13, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date [73]

Note—90p.; In Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Biculturalism, \*Bilingual Education, Bilingualism, Educational Resources, Ethnic Groups, Geography, History, \*Instructional Materials, Latin American Culture, Minority Groups, Poetry, Puerto Rican Culture, Puerto Ricans, Spanish, \*Supplementary Textbooks

Identifiers—\*Puerto Rico

This book presents resource materials for teaching the cultural heritage of the Puerto Rican student. It includes biographical sketches of outstanding figures in Puerto Rican history from colonial times to the twentieth century. It also contains descriptions of national festivities and holidays, as well as poetry representative of Puerto Rican literature. A list of evaluation exercises for the student follows each reading selection. A bibliography is included. (SK)

ED 084 925 FL 004 663

Orientation to the Humanities, Part I. Off to Rome, Latin: 7500.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancient History, \*Basic Skills, Course Content, \*Course Descriptions, Course Objectives, \*Cultural Background, Cultural Context, Dialogue, Family Life, Geography Instruction, Instructional Materials, \*Language Instruction, \*Latin, Listening Skills, Reading Skills, Singing, Speech Skills, Student Evaluation, Teaching Techniques, Word Study Skills

Identifiers—\*Quinquennial Program

This course concentrates on the geographic location of the Roman Empire, the Roman personality, the family organization, foods, and eating customs. The cultural background is presented in English and dialogues; mottoes and songs in Latin are included. Much emphasis is placed on English derivatives and on the comparison between Roman and contemporary society. This is the first course of a trilogy which may be offered. The three quinquennials focus on various aspects of the life of a Roman family in the first century A.D. Each quinquennial may be studied independently, but success will be more likely if the previous quinquennial has been studied. The course outline also includes a statement of the broad goals and objectives of the course, a description of course content, suggestions for classroom procedures and materials expansion, and sample evaluations. (Author)

ED 084 926 FL 004 674

Lugo, Mabel Erb. de

New Directions and Changes for Teaching High School English as a Second Language in Puerto Rico: Ideas Derived from Transformational Grammar and Other Contemporary Readings.

Pub Date Jul 72

Note—117p.; Monograph for Reading Seminars for M.Ed. (English) Univ. of Puerto Rico, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiolingual Methods, Bibliographies, Bilingualism, Educational Objectives, \*English (Second Language), English Curriculum, Instructional Materials, Language Instruction, \*Masters Theses, Program Evaluation, Psycholinguistics, \*Puerto Ricans, \*Secondary Schools, Second Language Learning, Semantics, Sociolinguistics, Spanish Speaking, Structural Grammar, Student Attitudes, \*Transformational Generative Grammar, Writing Skills

This paper examines the important role of English in Puerto Rico and the present situation of Puerto Rico's English language program. The writer gives a brief historical background of linguistics and discusses recent theories of language acquisition and transformation generative grammar. Possible applications and implications of these theories for learning and teaching English as a second language are suggested. Numerous conclusions and recommendations are made for the improvement of the Puerto Rican English program, particularly at the secondary level. A comprehensive bibliography is also included. (HW)

ED 084 927 FL 004 739

Alvarado, Helen, Comp.

Curriculum Materials for Bilingual Programs: Spanish-English, Pre-K-12.

Bilingual Education Service Center of Illinois, Mount Prospect.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 73

Note—353p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Bibliographies, Biculturalism, \*Bilingual Education, Bilingualism, Curriculum Guides, Elementary School Curriculum, \*English, Geography, \*Instructional Materials, Language Arts, Mathematics, School Libraries, Sciences, Social Studies, \*Spanish, Spanish Culture

This book presents curriculum materials for Spanish bilingual programs from the pre-school level through the 12th grade. Subject areas include language arts, social studies, geography, mathematics, and science. Also listed are encyclopedias, records, music books, and educational games. An alphabetical list of suppliers is included. (SK)

ED 084 928 48 FL 004 746

Augerot, James E., Ed.

East European Linguistics Studies Project No. 3: The Development of Romanian Grammar Pamphlets.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Contract—OEC-0-72-1588

Note—347p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education, Case (Grammar), Determiners (Languages), Etymology, Form Classes (Languages), \*Grammar, Independent Study, Intonation, \*Language Instruction, Morphology (Languages), Phrase Structure, Pronouns, \*Romanian, \*Second Language Learning, Syntax, \*Textbooks, Verbs, Vocabulary, Word Lists

This report contains 10 chapters, each of which deals with a particular Romanian grammatical category and exercises. The texts are intended for use by the continuing student with some knowledge of basic Romanian. Areas covered include determiners, intonation and stress, verb conjugation, prepositions, possessive and dative cases, pronouns, syntax, noun clauses, adverb clauses, and etymological structure. Each pamphlet contains a bibliography of further references. Two of the papers are in Romanian. (Author/DD)

ED 084 929 FL 004 750

Ellison, Douglas G. And Others

The Tech Programme: A Self-Instructional Programme for English Listening Comprehension. Final Report.

Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.

Pub Date May 73

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Comprehension Development, \*English (Second Language), \*Higher Education, Individual Study, Language Tests, \*Listening Comprehension, Listening Habits, Listening Skills, Listening Tests, Oral English, \*Programmed Materials, \*Program Evaluation, Questioning Techniques, Tape Recordings, Technical Education

Identifiers—Innotech, Regional Ctr for Ed Innovation & Technology, Seameo, South East Asian Ministers of Education Organization

The Regional Center for Educational Innovation and Technology (INNOTECH) of the South East Asian Ministers of Education Organization (SEAMEO) evaluates its self-instructional program for English listening comprehension in this final report. The program was designed for students whose English language proficiency does not enable them to follow courses at INNOTECH, which are conducted in English, and it was intended both to develop their listening skills in technical English and to expose them to part of the actual INNOTECH curriculum. The course consists of 50 units recorded on cassettes, each with an oral passage of 200-800 words lasting from two to eight minutes. The tapes are supplemented by printed material which includes questions, answer keys, transcriptions of the texts, and step-by-step instructions for the program. The course was found to be effective in improving the aural comprehension of technical English at least as much as the former program which in-

cluded five months of classroom instruction. In addition, the report emphasizes its economical aspects; programmed materials and cassettes are used rather than teacher time and more expensive recording equipment. Included with the report are two appendices; one gives the introduction and instructions from the program material and the other gives samples of the printed program material. (HW)

ED 084 930

Jacquette, Charles

English as a Second Language.

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingualism, Educational Objectives, \*English (Second Language), \*High School Curriculum, Idioms, Individualized Instruction, Morphology (Languages), Pattern Drills (Language), Second Language Learning, Sentence Structure, \*Spanish Speaking, Teacher Guidance, Testing, \*Textbooks, \*Workbooks

This textbook for ESL contains ten lessons, plus a preface lesson to introduce the format. It is designed for use by Spanish-speaking high school students. All directions are given in both languages. Each lesson contains a statement of rationale and learning objectives, a pre-test, a list of sources of information to aid in learning the lesson (e.g., textbooks, teachers, students aides), numerous workbook and drill activities in grammar and the structure, a final evaluation test, and additional activities. The text is semi self-instructional and self-paced; teacher guidance and reinforcement are necessary. (DD)

ED 084 931

Pinon, Arturo Jurado, Peter

Job Corps: Center-Developed Training Programs.

Spanish Tutorial Materials: Math, Reading.

Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date 73

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingualism, Educational Programs, \*English, Individualized Instruction, Individualized Programs, \*Mathematics, Programmed Tutoring, \*Reading, \*Spanish, Study Centers, Teaching Programs, Teaching Techniques, \*Tutoring, Vocabulary

Identifiers—\*Job Corps

This publication is the second in a series intended to disseminate program ideas tried successfully at one Job Corps Center and of likely interest to other centers. Contained in this issue are materials of value in tutoring math and reading to corps-members whose first language is Spanish. (Author/SK)

ED 084 932

Stansfield, Charles W.

The Teaching of English in Colombian Public Secondary Schools.

Spons Agency—Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Credito Educativo y Estudios Tecnicos en el Exterior.

Pub Date [72]

Note—289p.; Ph.D. Dissertation, Florida State University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Curriculum Guides, \*English (Second Language), Evaluation Criteria, Inservice Education, Interaction Process Analysis, \*Language Instruction, Organizations (Groups), \*Program Evaluation, Retraining, \*Secondary Schools, Second Language Learning, \*Spanish Speaking, Student Attitudes, Teacher Behavior, Teacher Evaluation, Teaching Methods, Teaching Skills, Textbooks

Identifiers—Colombia

This study describes and analyzes the state of English teaching in Colombian public secondary schools in 1971. Examined are the present status of the Colombian school system, the English curriculum, the attitudes of English students, and the organizations which contribute to the study of English in Colombia. The methods used to teach the language are described by observing a stratified sample of 30 classes and recording teacher behavior via the Flanders Interaction Analysis Categories system. It is found that lec-



ture is the most common teacher behavior pattern, but that pattern drills are also widely used. Self-evaluation studies indicate that the listening and speaking skills are the weakest and that professional preparation is the strongest of the English teachers' competencies. Major problems include large classes, poor pay, anti-Americanism, a lack of didactic aids, a nearly total absence of articulation, and a paucity of in-service programs. The English student is found to be quite negative, especially boys. Organizations contributing to the teaching of English are Colombian-American Linguistic Institute, the binational centers, professional associations, the Fulbright Commission, and the British Council. The study also describes the national curriculum guide and the most commonly used textbooks. Following the study are recommendations and appendixes, including a list of those interviewed and an extensive bibliography. (Author/HW)

## HE

ED 084 933 HE 003 750

Moore, Hollis A.

**The Redefined Baccalaureate: A Proposal for the Establishment of a Modular Achievement Program at Bowling Green State University.**

Bowling Green State Univ., Ohio.

Pub Date 72

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Bachelors Degrees, Degrees (Titles), \*Educational Change, Educational Finance, Educational Innovation, \*Experimental Programs, Freshmen, \*Higher Education, \*Interdisciplinary Approach, Student Costs, Teaching

Identifiers—\*Bowling Green State University

This document contains the proposal to redesign the baccalaureate degree at Bowling Green State University. The proposal ties together 3 principal efforts. The first of these is a complete reform of the general education and particularly the freshman year experience. A second major theme is the development of new program lines that cut across traditional departments and that follow broad career directions. The third interest is in cost-of-college for the students at this state-supported university. In short, this proposal calls for a major commitment on the part of the University starting in the fall of 1972 with 8% of the freshmen, carefully chosen to represent a broad range of abilities; the plan assumes curriculum reform based upon a new approach to the freshman year followed by opportunities for a variety of career-oriented programs. Also this proposal introduced opportunities for an interim year in which students can participate in significant off-campus experiences without significant payment to the University. The proposal contains: (1) curricular modules based on student development objectives; (2) integrated academic and residential programs; (3) specially developed counseling programs; (4) opportunities for a shortened baccalaureate; and (5) more program options for faculty as well as students. The appendixes contain proceedings of a conference on innovative teaching. (Author/PG)

ED 084 934 HE 003 946

Legg, Keith

**A Combined Conceptual/Data Based Methodology for the Determination of University Departmental Academic, Supporting and Administrative Staff at an International Level of Application.**

Loughborough Univ. of Technology (England).

Dept. of Transport Technology.

Report No.—TT-71-09

Pub Date Oct 71

Note—67p.

Available from—National Technical Information Service, Springfield, Va. 22151 (N72-16970, MF-\$1.45; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*College Faculty, \*Higher Education, \*Methodology, Resource Allocations, \*Staff Role

Identifiers—\*United Kingdom

A generalized methodology is presented for calculating university departmental academic, supporting, and administrative staff for various subject classifications and geographical regions. Emphasis is placed on flexibility to accommodate

different types of programs and parametric data are presented to facilitate numerical assessment. The complete method is illustrated by application to a typical United Kingdom university. The work is primarily intended for interdepartmental distribution analysis, but it can also be used in aggregated form for overall university resource model analysis. (Author)

ED 084 935

HE 004 246

Hardy, John White

**Systematic Analysis in the Administering of University Resources.**

Pub Date Aug 72

Note—213p.; Ph.D. Dissertation; University of Texas

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (73-18436) \$4.00 microfiche - \$10.00 xerox

Document Not Available from EDRS.

Descriptors—\*Administrator Role, \*Cost Effectiveness, Decision Making, \*Higher Education, \*Program Evaluation, Research, Research Projects, \*Resource Allocations

This study examines the potential role of systematic analysis in administering resources within the university. Following problem identification and review of the methodology, Chapter II examines the various roles and characteristics of some of the primary decisionmakers in the university. Chapter III describes the typical characteristics of the decisionmaking process. Chapter IV examines the traditional formula and cost analysis approaches currently in state universities. Chapter V shows illustrations of systematic analysis applied to selected programs of university operations and Chapter VI summarizes the conclusions of the study. Appendixes and an extensive bibliography are included. (MJM)

ED 084 936

HE 004 642

**A Curriculum Revision Project in Support of Thirteen Predominantly Negro Colleges. The First Four Years of the Thirteen-College Curriculum Program 1967 to 1971. Final Report.**

Institute for Services to Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0867

Pub Date Sep 73

Contract—OEC-0-8-070867-0001

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum, Curriculum Development, Educational Change, Educational Innovation, \*Educational Programs, \*Freshmen, \*Higher Education, \*Negro Institutions

Identifiers—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

The Thirteen College Curriculum Program (TCCP) is a new curriculum for black colleges, consisting of 5 freshmen and 2 sophomore courses, developed by the participating colleges and the Institute for Services to Education, in a project of intervention—new variables introduced and their effects measured, rather than pure research. The resulting curriculum does the following: makes learning more active; includes new topics demanded both by advances in knowledge and changing social conditions; establishes an administrative structure on the campuses outside familiar departmental lines. Validation consisted in reduced attrition; comparable or better performance by program students compared to regular students; improved attitudes; endorsement by students and teachers; expansion of program to more students and teachers on the initial campuses and to new institutions, now totalling 38—all as measured quantitatively by tests and questionnaires, and qualitatively by conferences and visits. Begun the summer of 1967, development involved yearly, 6-week summer workshops of several hundred teachers, to create new materials and learn about previously developed materials, coupled with yearly tryouts in the classroom. TCCP is still going strong, the original 13 colleges are now developing new upper-level courses and additional colleges are planning to join the program in the summer of 1974. (Author)

ED 084 937

HE 004 645

Wilkinson, William M.

**The University Treasurer's Report Can Make Sense Without Abandoning Fund Accounting or**

**Stewardship. NACUBO, The College and University Business Officer, Studies in Management, Vol. 2, No. 9, June, 1973.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jun 73

Note—4p.; Series of Occasional Papers published by NACUBO

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. (1-10 copies, free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, \*Educational Finance, \*Financial Services, \*Financial Support, \*Higher Education, \*School Accounting

This article suggests that all too often college and university financial reports are meaningless. They indicate the current funds "surplus" or "deficit" that has been the typical university response when asked how the university did that year. In place of this, the university financial support should look at the total picture of the university, at a consolidated balance sheet, and at a consolidated changes in fund balances statement. The treasurer's report should show readily and distinctly whether the university ended the year with more or less tangible resources than it had at the beginning, and in what form; whether buildings, endowment, or working capital. (Author/MJM)

ED 084 938

HE 004 723

Morisseau, James J.

**Rio Grande: Ohio's 'Piggyback' College. Planning for Higher Education, Vol. 2 No. 4: 4/4 August 1973.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affiliated Schools, \*Colleges, \*Community Colleges, \*Educational Innovation, \*Higher Education, \*Interinstitutional Cooperation

Identifiers—Rio Grande College, \*Rio Grande Community College

Some private liberal arts colleges across the nation face an increasingly uncertain future as costs continue to rise and competition from expanding public institutions intensifies. Meanwhile, there is pressure-witness the recommendations of the Carnegie Commission on Higher Education—to establish 2-year community colleges in areas not now served by such institutions. A solution to both problems may have been found in Ohio, where the newly formed Rio Grande Community College District proposes to contract with Rio Grande College, a private 4-year college, to operate the community college program. If the plans are approved, the four-county community college district stands to avoid the heavy capital expenditures normally involved in setting up a community college and Rio Grande College gains an assured future. (Author)

ED 084 939

HE 004 724

Marcus, Philip M.

**Accountability: Still Another Viewpoint. Planning for Higher Education, Vol. 2 No. 4: 1/4 August 1973.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Accountability, Educational Change, \*Educational Finance, \*Educational Objectives, Educational Responsibility, \*Higher Education, Socialization, \*Teacher Responsibility

This paper examines the current inability to attain certain goals in higher education, then offers a few suggestions for increases in accountability and coordination. Emphasis is placed on education's social goals, socialization of the young, changes in higher education, autonomous campus units, lack of academic objectives and priorities for the attainment of goals, departments and stability, new faculty, control vs. responsibility, faculty accountability, and bargaining and accountability. (MJM)

ED 084 940

HE 004 725

Morisseau, James J.

**Student-Initiated Housing. Planning for Higher Education, Vol. 2 No 4: 2/4 August 1973.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Housing, College Students, \*Dormitories, \*Higher Education, \*Housing Needs, Residential Colleges, Student Projects  
Shifts in student life styles and the phenomenon of empty dormitory rooms notwithstanding, many colleges and universities still face the problem of providing adequate housing for their students or helping them to find such housing. An interesting, if little publicized option—one to be exercised more by students than by institutions—is student-initiated housing, in which student groups lease, purchase, or even develop their own living quarters. This report summarizes a report by Educational Facilities Laboratories on this subject. (Editor)

ED 084 941

HE 004 726

Bailey, Stephen K.

Facing the Accountability Crunch. Planning for Higher Education, Vol. 2 No. 3:1/5 June 1973. Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Accountability, \*Educational Administration, \*Educational Finance, \*Educational Objectives, \*Higher Education, Management Information Systems

This article presents a realistic response to the limits of accountability in higher education. Emphasis is placed on management information systems, limits to accountability, the relationship of accountability and subtler aspects of academic need, the measurable and nonmeasurable items of budgeting, and the ultimate goal of education. (MJM)

ED 084 942

HE 004 727

Harder, Joseph C.

Statewide Planning: Three Viewpoints. Planning for Higher Education, Vol. 2 No. 4:3/4 August 1973.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Objectives, \*Educational Planning, \*Higher Education, \*Institutional Role, Opinions, \*Statewide Planning

Aspects of statewide planning are discussed from the viewpoint of an institutional administrator, a systemwide administrator, and a legislator. The institutional perspective encompasses the tri-state system and enlightened authority. The system viewpoint emphasizes the presidential stance and the legislative perspective and reviews the need for coordination and training for employability. (MJM)

ED 084 943

HE 004 775

Orrick, William H., Jr.

Shut It Down! A College in Crisis, San Francisco State College, October, 1968 to April, 1969. A Staff Report to the National Commission on the Causes and Prevention of Violence.

San Francisco State Coll., Calif.

Pub Date Jun 69

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Activism, Case Studies, \*College Students, \*Higher Education, \*School Boycotts, Strikes, Student Attitudes, \*Student College Relationship

Identifiers—\*San Francisco State College

This document reviews the activities at San Francisco State College, October 1968-April 1969: why the San Francisco State College strike became the first sustained assault on an institution by its students, embroiling, as it did, not only the faculty, administrators, trustees, students, and alumni, but also the political leaders of the city and the State, and the off-campus community. The first part of the report describes the California system of higher education and San Francisco State College, the conditions prior to the strike, and the strike. Because the student strike leadership was centered in the Black Student Union, the second part of the report deals with the black community and some of the reasons underlying the actions of the black student strike leaders.

This is followed by a brief comment on the outlook for the future and appendices containing a list of the demands, a comment on the police, a list of the trustees of the California State colleges, and a summary of the proposed Black Studies Program. (Author/MJM)

ED 084 944

HE 004 793

Mercado, Aurea Adrias

American College Test Assessment of Educational Hierarchies and Scholastic Survival at the University of the Philippines.

Pub Date 68

Note—125p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, Ann Arbor, Michigan, Order #69-7202 (\$4.00 MF - \$10.00 Xerox)

Document Not Available from EDRS.

Descriptors—Admission Criteria, Educational Research, \*Freshmen, \*Higher Education, \*Statistical Analysis, \*Student Evaluation, \*Testing, Test Validity

Identifiers—\*ACT, University of the Philippines  
The purpose of this study was to ascertain if the American College Test (ACT) that is widely used for student assessment in American colleges and universities can be used as a screening instrument at the University of the Philippines. The design utilized correlational and discriminatory techniques for data involving academic factors, and computer chi-square statistical tests for data involving nonacademic factors. The study demonstrated evidence of a gain in selection accuracy ranging from 75% to 86% with the use of the ACT, and a percentage increase in the level of criterion achievement ranging from 3% to 15% between students who would have been admitted without the use of the ACT. The results of the study indicated that the ACT scores are valid predictors of academic success at the University of the Philippines and that the ACT profile section provides useful demographic information that similarly differentiates highly successful, successful, and unsuccessful freshmen. (Author/PG)

ED 084 945

HE 004 797

Jenkins, Jack McQueen, Sidney

College Unions at Work. Administration and Operation of the College Union.

Association of Coll. Unions-International, Stanford, Calif.

Pub Date Mar 73

Note—319p.

Available from—Association of College Unions - International, Box 7286, Stanford, California 94305 (\$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Educational Finance, \*Higher Education, Physical Facilities, Professional Personnel, School Policy, Statistical Data, \*Student Organizations, \*Student Unions, \*University Administration

Identifiers—Canada, Japan, New Zealand, \*United States

This study deals with administrative and operational patterns of 278 college unions located in the United States, Australia, New Zealand, Canada, and Japan. Emphasis is placed on physical plant, organizational structure, professional staff, financial operation of the union, general union policies, relationship to departments, facilities, and two-year colleges. Appendices include statistical data on physical plants, organizational structure, professional staff, financial operation of the union, general union policies, relationship to other facilities, and two-year colleges. (MJM)

ED 084 946

HE 004 806

Shamblin, James E. And Others

Application of University Resources to Local Government Problems. Final Report.

Oklahoma State Univ., Stillwater. School of Mechanical and Aerospace Engineering.

Spons Agency—National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.

Report No.—NSF-GT-34670

Pub Date 30 Nov 72

Note—230p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222-393/1, MF-\$1.45; HC-\$5.75)

Document Not Available from EDRS.

Descriptors—\*Higher Education, \*Law Enforcement, Regional Planning, \*Resource Allocations, \*School Community Relationship, \*Traffic Control, Waste Disposal

The report details the results of a unique experimental demonstration of applying university resources to local government problems. Faculty-student teams worked with city and county personnel on projects chosen by mutual agreement, including work in areas of traffic management, law enforcement, waste heat utilization, solid waste conversion, and rural planning and zoning. (Author)

ED 084 947

HE 004 815

New Designs: Prevent Educational Casualties, Promote Educational Growth.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, \*College Environment, \*Educational Experience, \*Higher Education, \*Mental Health Programs, Student Behavior, \*Student College Relationship, Student Welfare

This report suggests that through the promotion of student unity, students can gain the necessary power to engage in representative conflict which will change the monolithic nature of higher education and prevent open, destructive conflict with the system. Legitimizing student safety-values can complement representational conflict by promoting the release of tension and thereby enabling students to turn their efforts toward constructive endeavors. Student withdrawal can be prevented with new designs that promote student responsibility, authority, and participation in the higher education system. Racism on campus can be prevented through the promotion of a celebration of ethnic differences. New designs imply that mental health delivery systems on campus will have to become more open and involved with community programming and participation. A brief questionnaire by which services can judge how responsive they are to community involvement and how prepared they are to adjust programming efforts to new designs are included. The new designs suggested are offered not only as a means to prevent stress and conflict on campus, but also as a means to increase the quality of educational life for each campus member. For related documents concerning mental health on campus, see HE 004 816, HE 004 827, HE 004 828, HE 004 829, and HE 004 830. (Author)

ED 084 948

HE 004 816

Quality of Educational Life, Priorities for Today.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, \*College Environment, \*College Role, Educational Quality, \*Higher Education, \*Mental Health Programs, Student College Relationship, Student Welfare

This report discusses how life on campus has been affected by changes in society and changes in the university's role. These changes have placed new demands upon the higher education system. But dynamics within the system have grown inflexible and dehumanizing as a result of system priorities. These priorities set in motion dynamics that compel campus members to conform to system needs. Human concerns that would dictate that the system grow and change in conformity with campus needs are suppressed. The quality of educational life suffers as a result. Problems proliferate as pressure builds between system demands and human needs. A sense of purpose is eroded. Dissatisfactions among campus members are high while crises or conflicts erupt easily. This report illustrates how the change in priorities can be instrumental in resolving campus problems and details the implications this holds for changing mental health delivery systems on campus. For related reports concerning mental health on campus, see HE 004 815, HE 004 827, HE 004 828, HE 004 829, and HE 004 830. (Author/MJM)

**ED 084 949** HE 004 817  
SMU Institute of Technology 1973 Annual Report.  
Southern Methodist Univ., Dallas, Tex. Inst. of  
Technology.

Pub Date 73

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annual Reports, \*Budgeting, \*Educational Administration, \*Educational Finance, Enrollment Trends, \*Higher Education, \*Program Budgeting, Program Descriptions, Statistical Data, Universities  
Identifiers—\*Southern Methodist University, Zero base Budgeting

This report discusses the development of a rational process for making decisions about current operations and managing change to secure future goals. The first section describes the seven basic approaches to budgeting, distinguishes between them, and identifies the principal advantages and disadvantages. The section closes with an overview of a proposal for a comprehensive system of university budgeting that uses all seven of these approaches, but which is critically dependent upon Zero-base Budgeting and the techniques of objectives, strategies, and tactics. Section II presents a statistical report and evaluation of trends at Southern Methodist University. Emphasis is placed on enrollment figures and trends, a brief description of a co-operative program and the TAGER television system, and future prospects in graduate engineering. (MJM)

**ED 084 950** HE 004 821  
Lucianovic, Judith G. Newton, Robert D.

Projections of High School Graduates by County for Pennsylvania, 1973-1984.

Pennsylvania State Univ., University Park. Office of Budget and Planning.

Pub Date 1 Sep 73

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Demography, \*Enrollment Projections, Geographic Distribution, \*High School Graduates, \*Population Distribution, \*Secondary Schools  
Identifiers—\*Pennsylvania

The actual record of births in the last fifteen years clearly indicates that the size of annual graduating classes from secondary schools will begin to decline by the end of this decade. Such a trend will be a significant environmental characteristic for the higher educational community, inasmuch as graduates from secondary schools comprise the principal source of demand for higher education. Because of the variations among geographical subdivisions in birth rates, migration, and anomalies in the grade-by-grade enrollment, the patterns of change for small geographical regions may be expected to vary from those on a state or nationwide basis. For the application under investigation, the number of graduates from public and private secondary schools in each of the sixty-seven counties in Pennsylvania were projected over a 10-year period by application of what is characteristically referred to as the cohort-survival method. Using enrollment data collected routinely by the Pennsylvania Department of Education, cohort-survival rates were computed for a number of historical years between each pair of grade-levels between one and graduation for primary and secondary school enrollments of each county. These rates were then applied to the most recently available compilations of grade-by-grade enrollment to generate projections of high school graduates for each county over the specified time horizon. (Author)

**ED 084 951** HE 004 826  
Marienau, C.

University Without Walls: Pilot Year Report 1971-1972.

University Without Walls, Minneapolis, Minn.

Pub Date Sep 72

Note—88p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Admission Criteria, College Faculty, College Students, \*Higher Education, Program Descriptions, Statistical Data, \*Student Characteristics, \*Student Participation, \*Teacher Participation  
Identifiers—\*University Without Walls

This report examines student and faculty participation, providing statistical data and descriptions, in the University Without Walls (UWW). Emphasis is placed on an overview of the UWW

student body, procedures of students admitted to UWW, active students as of June 30, 1972, educational alternatives of former and potential UWW students, faculty participation in UWW from September 1971 to June 1972, and the future of research and evaluation. An explanatory brochure of the University Without Walls is included. (MJM)

**ED 084 952** HE 004 827  
The Ecosystem Model: Designing Campus Environments.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Jan 73

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Environment, Educational Objectives, \*Higher Education, \*Interdisciplinary Approach, \*Mental Health Programs, Models, \*Student College Relationship, Student Welfare

This document stresses the increasing awareness in higher education of the impact student/environment transactions have upon the quality of educational life and details a model and design process for creating a better fit between educational environments and students. The ecosystem model uses an interdisciplinary approach for the make-up of its design personnel and design process. It requires input, accessibility, and collaboration from all elements of the university. It requires clarity of educational values and objectives, in addition to a consistent monitoring of values and objectives and of causes and effects in student/environment transactions. For related documents concerning mental health on campus, see HE 004 815, HE 004 816, HE 004 828, HE 004 829, and HE 004 830. (Author)

**ED 084 953** HE 004 828  
Preparing Tomorrow's Campus Mental Health Professionals.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 73

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Continuous Learning, \*Mental Health, \*Mental Health Programs, \*Professional Education, \*Professional Training, \*Skill Development

This document outlines a model which helps identify needed skills in preparing campus mental health professionals. Changes are recommended in training characteristics for academic and continuing education programs in the hope of closing a growing gap between the delivery system's needs and the training perspective professionals are receiving. For related documents concerning campus mental health, see HE 004 816, HE 004 815, HE 004 827, HE 004 829, and HE 004 830. (Author)

**ED 084 954** HE 004 829  
Research Profiles: Student and Campus Characteristics.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 73

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, Educational Objectives, \*Higher Education, \*Mental Health Programs, \*Research Methodology, \*Student Characteristics, Student College Relationship, Student Welfare

Identifiers—Colorado State University, \*Oregon College of Education

This document provides a research design by which to gather accurate, descriptive baseline data on campus and student characteristics so that mental health personnel can assume a proactive role in the planning and conducting of educational programs that ameliorate student problems and/or enhance school and student educational goals. Data generated from the research model were gathered from Oregon College of

Education (OCE) and Colorado State University (CSU). Results indicated (1) CSU serves a student population that is highly urban in nature, whereas OCE serves a student population emanating from rural communities with populations of less than 10,000 or from farms and ranches. (2) Both institutions provide services to a primarily Caucasian, middle-class student body with only a very small representation from minority groups. (3) Both CSU and OCE freshmen populations list as their primary goals the mastery of their particular academic field and the development of identity through a process of self-discovery and development of social awareness on campus. (4) A significant percentage of students from both schools experience a higher degree of goal incongruity than most of their classmates. For related documents concerning campus mental health, see HE 004 815, HE 004 816, HE 004 827, HE 004 828, HE 004 830. (Author)

**ED 084 955** HE 004 830  
Consultation: A Process for Continuous Institutional Renewal.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 72

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Environment, \*Consultation Programs, \*Educational Change, \*Higher Education, \*Institutional Role, Mental Health Programs, Models, Student Welfare

This report discusses consultation as a process of assessment, defining, implementing, and evaluating. Within the context of institutional change, these steps are useful in viewing the policies and procedures that make up the institution's functional environment, the institution's social environment, and the institution's physical environment. These steps are interrelated in a presentation of a Consultation Design for Mental Health Services. In a series of scenarios, the report illustrates the use of the consultation design model for interventions at the individual, group, institutional, and community levels. It also becomes apparent in the scenarios that the model can speak to modes of prevention, remediation, or enhancement of conditions within the institution that affect its members' educational and life goals. For related documents concerning mental health on campus, see HE 004 815, HE 004 816, HE 004 827, HE 004 828, and HE 004 829. (Author)

**ED 084 956** HE 004 831  
Boyd, Joseph D.

Undergraduate Comprehensive State Scholarship/Grant Programs, 1973-74. National Association of State Scholarship Programs, Fifth Annual Survey October, 1973.

Illinois State Scholarship Commission, Deerfield.

Pub Date Oct 73

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, \*Higher Education, \*Scholarships, \*State Aid, State Programs, \*Statistical Data

This report surveys 1973-74 undergraduate comprehensive state scholarship programs in 28 states. Data concerns dollars and number of awards and related information by states; characteristics of 1973-74 comprehensive state financial aid programs; definitions of a self-supporting student; awards and dollars payout percentages by type of institution and by program; analysis of administrative budget data; administrative budget/operations data; facilities/services that are token, noncommercial, or at no direct agency expense; personnel complement by state agency; advisory committees used by states, categorical programs; and significant changes in program/operations in offices/agencies administering comprehensive programs. (MJM)

**ED 084 957** HE 004 835  
Lane, George B., Ed.

Impressions of Soviet Education: A Second Look. A Report of the Educational Staff Seminar Study Tour, November 16-30, 1972.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Nov 72

Note—108p.



**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Education, \*Cultural Awareness, \*Early Childhood Education, Elementary Education, English Education, \*Higher Education, \*International Education, Secondary Education

Identifiers—\*Soviet Union

This document presents the impressions of the educational Staff Seminar Study tour of the Soviet Union. After the introduction and itinerary, the first chapter deals with the soviet scene including sections on religion, ideology, the social system and the soviet woman. The second chapter concerns the early childhood and preschool education of soviet youngsters, including daycare, student discipline, and early childhood education research. The third chapter concerns elementary and secondary education including specialized English language schools, pioneer palaces, the exceptional student and the slow learner, educational technology, and vocational-technical schools. The fourth chapter deals with higher education, adult education and research, with sections on leadership goals, foreign literature, the Moscow State University, and the Institute of Adult Education Research. Teacher training, scientific and educational information dissemination, and perspectives on soviet health concern the next three chapters. The eighth chapter is a summing up of soviet lessons for American education. Appendices include a roster of tour participants and a description of the Educational Staff Seminar. (Author/PG)

**ED 084 958**

HE 004 837

Goldberg, Isador

**Impact of the Allied Health Basic Improvement Grant Program on Health Education Programs. Final Report.**

Programming Methods, Inc., Silver Spring, Md. Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Report No.—HEW-NIH-70-58

Pub Date 31 Jul 71

Note—220p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-222-146/3, MF-\$1.45; HC-\$13.00)

**Document Not Available from EDRS.**

Descriptors—\*Educational Finance, \*Enrollment Trends, Health Occupations, \*Health Personnel, \*Higher Education, Professional Training, \*Recruitment

The Basic Improvement Grant Program of the Allied Health Professions Education Improvement Act of 1966 was designed to offer financial stimulation and assistance to institutions with training programs for certain allied health occupations. Information was obtained on enrollments and faculty for the four-year period 1966-67 through 1969-70 and on graduates for 1961-62 through 1968-69. Analysis of trends shows that enrollments, graduates, and faculty increased at similar rates. Programs granting degrees at the baccalaureate level showed higher rates of growth than those granting associate degrees or their equivalent. Further data suggest that recruitment of students focused more on those already in college contrasted with new students. During 1966-69, enrollment and graduation of males and black students increased at a rate exceeding the rate of growth of all students. However, in 1969 these groups still comprised a relatively small proportion of total enrollments and graduates. (Author)

**ED 084 959**

HE 004 839

**A Program of Research in University Administration. Final Report.**

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration, Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Oct 73

Note—71p.

Available from—Center for Research in Management Science, University of California, 26 Barrows Hall, Berkeley, California 94720 (\$1.95)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Abstracts, \*Educational Administration, Educational Research, \*Higher Education, \*Program Descriptions, \*Universities

This report provides a summary of the activities of the Ford Program for Research in University Administration over a 5-year period. Part I provides a review of the organization of the Program. Part II is a review of the research conducted under the auspices of the Program. Part

III describes the career development and dissemination activities of the Program, and Part IV outlines some suggestions for future research. Part II presents abstracts of research reports concerning outcomes of education, new concepts and analytical techniques for resource analysis, and policy analysis. Appendices include a chronological listing of report series, Ford Program Seminar Services, participants and agendas for workshops, and materials for an "Issues in College and University Management" workshop. (Author/MJM)

**ED 084 960**

HE 004 840

Schmidt, Frank A.

**The Selection of Decision Process Paradigms in Higher Education: Can We Make the Right Decision or Must We Make the Decision Right?** California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Report No.—Pap-42

Pub Date Oct 73

Note—74p.

Available from—Center for Research in Management Science, University of California, 26 Barrows Hall, Berkeley, California 94720 (\$1.95)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decision Making, Decision Making Skills, \*Educational Administration, Educational Research, \*Higher Education, \*Policy Formation, Problem Solving, Productive Thinking, Research Reviews (Publications)

Identifiers—\*University of California

Decisionmaking in organizations is examined from the perspective of open systems organization theory. Employing this perspective, this paper represents a critique of the views held by planners and systems analysts and the conflicting assumptions of their critics. The conclusion reached is that neither the assumptions held by planners, nor those of their critics are wholly acceptable to the policymakers. Policymaking requires a mixed strategy of decisionmaking that is dependent on situational constraints and on tradeoffs between desirable but conflicting values. This paper begins by briefly describing a controversy over the management and organization of the University of California library system. A theory of decision process selection is suggested that provides a framework for analyzing this controversy. This theory suggests that there are 2 major paradigms that policymakers use to describe decision processes. The historical roots of these paradigms are noted and the paradigms are described. The report suggests that there is a gap between normative assumptions of the decision process paradigms and the conclusions drawn following an examination of the constraints and values found in higher education. (Author/PG)

**ED 084 961**

HE 004 845

DeLuca, Anthony P.

**Curbing Campus Violence.**

Army War Coll., Carlisle Barracks, Pa.

Pub Date 21 Feb 72

Note—28p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-766 127/5 HC-\$3.50, MF-\$1.45)

**Document Not Available from EDRS.**

Descriptors—\*Activism, Campuses, Demonstrations (Civil), \*Dissent, Educational Research, \*Higher Education, Political Attitudes, \*Student Behavior, \*Students, Violence

Campus protests of the 60s have taken the form of unlawful, irrational and violent dissent that resulted in confrontations on campuses throughout the nation. Despite popular opinion as formulated by the mass media, dissent is not the dominant mood of American college students, and active demonstrators constitute a very small minority of a student body. Student unrest is attributed to the war in Southeast Asia, the conditions of minority groups, the changing status and attitude of youth in America, the character of today's university, public opinion of student protest, and changes in the culture and structure of society, including the lengthened period of adolescent dependency and the desire of youth to become involved in controversial issues. To cope with the problem of campus unrest, colleges and universities must establish rules of conduct to be observed by students and faculty, and student government must be revitalized and become involved in institutional administration, channels of communication must remain open, and an at-

titude of understanding and cooperation must prevail. (Author)

**ED 084 962**

HE 004 848

Chapman, Richard L. Cleveland, Frederic N. **Meeting the Needs of Tomorrow's Public Service: Guidelines for Professional Education in Public Administration.**

National Academy of Public Administration, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-CR-133036

Pub Date Jan 73

Note—78p.

Available from—National Technical Information Service, Springfield, Va. 22151 (N73-25984, MF-\$1.45; HC-\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Administrator Education, \*Educational Programs, Graduate Study, \*Higher Education, \*Professional Education, Program Evaluation, \*Public Administration Education

Educational Programs for public administration were studied to develop guidelines for meeting the requirements of public service in the 1980s. The current state of education for public service is discussed along with a prospective view of the service over the next decade. Criteria for evaluating graduate programs are presented. (FOS)

**ED 084 963**

HE 004 849

Ingelhart, Louis E.

**The College and University Campus Student Press: An Examination of Its Status and Aspirations and Some of the Myths Surrounding It.** National Council of Coll. Publications Advisers, Terre Haute, Ind.

Pub Date Jan 73

Note—20p.

Available from—Dr. John A. Boyd, Executive Director, National Council of College Publications Advisers, TMU 300, Indiana State University, Terre Haute, Indiana 47809 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Students, Court Cases, \*Higher Education, \*News Media, \*School Newspapers, \*School Publications

This paper presents an examination of the status, aspirations and some of the myths surrounding the college and university campus student press. Chapters one and two concern the mythmakers and the myth of independence. Chapter three covers assorted myths concerning saving money, selling subscriptions, incorporation, publishers, libel, censorship, journalism education, and antagonistic administrations. Chapter four reviews the approach to student publications by Tufts College, a set of guidelines for college student publications, and generalizations that give advice for any university in its student publications program. The fifth chapter lists 100 court cases concerning the student press. (MJM)

**ED 084 964**

HE 004 850

Eggertson, Thrainn

**Economic Aspects of Higher Education Taken Under the World War II Bill of Rights. Final Report.**

Pub Date 30 Jun 72

Note—183p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211-219, HC-\$3.50, MF-\$1.45)

**Document Not Available from EDRS.**

Descriptors—\*Educational Finance, Educational Research, \*Federal Aid, Financial Support, \*Higher Education, \*Military Personnel, Statistical Analysis, Training Allowances, Tuition Grants, Universities, \*Veterans Education

Identifiers—\*GI Bill of Rights

The aim of this thesis is to bring to bear the concepts, tools, and theories of human capital and human resources economics to evaluate the Federal Government's massive involvement in higher education under the World War II GI Bill of Rights. The major findings include estimates of total human capital formation by education, both during and after the war by veterans, and estimates of how large the stock of post-service college education would have been had the schooling of ex-servicemen not been subsidized under the GI Bill. Regression analysis is used to explain the variance in earnings for veterans, and special emphasis given the earnings-education relationship, and the impact on that relationship on the

timing of schooling in relation to military service. Finally, rates of return to college for typical veterans are calculated from two viewpoints: private rates of return without the GI Bill subsidy; and rates of return to total resource investment. (Author)

**ED 084 965** HE 004 852

**Year-Round Operation of the University: An Analysis of Its Rationale, A Description of a Recent Study, and a Proposal for Synthesis.** Conference of Rectors and Principals of Quebec Universities, Montreal.

Pub Date 1 Feb 73

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Educational Problems, Educational Programs, \*Higher Education, Institutional Role, \*School Schedules, Undergraduate Study, \*Universities, \*Work Study Programs, \*Year Round Schools

This study is comprised of three parts. The first part consists of a summary and analysis of arguments pro and contra year-round operation of the university. The second part makes a comparative analysis of the actual experience of year-round operation in three Canadian universities and five U.S. universities. The third part is a study proposal that would investigate the design of an organism within the university that would be involved in finding solutions to problems at the national and regional levels, and to problems concerning the university and its immediate environment. This organism would require year-round operation of the university and compulsory participation by all undergraduates as part of a "work/study" program. (Author)

**ED 084 966** HE 004 853

**Spaeth, Joe L. Greeley, Andrew M.**

**Alumni Reactions to College Student Protest.**

National Opinion Research Center, Chicago, Ill. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Feb 70

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Activism, \*Admission Criteria, Alumni, College Graduates, Demonstrations (Civil), \*Dissent, Educational Research, \*Higher Education, Student Attitudes, \*Student Characteristics

The data for this paper are taken mainly from a longitudinal study of the college graduating class of 1961. Based on a subsample of earlier respondents, this study was primarily concerned with the graduates' evaluation of his college, his opinions on the goals of higher education in general, his opinions on the financing of higher education, and his plans for his children's college education. Questionnaires were received from 4,868 of the 6,005 persons in the subsample, for a response rate of 81%. The questionnaire included items on political attitudes and orientations. The questions that concern this paper were part of a battery tapping support for student and black militancy and views on draft deferments for students. Results include the following: students in humanities were likely to support protests; and father's education is one of the strongest early determinants of support for militancy. There is a possibility that studies such as this can be used to predict to a college which applicants will engage in protest and the use of such a study to prevent the admission of such applicants. However, it is the very characteristics that support dissent that colleges are looking for in potential students. Therefore, colleges are unlikely to deny admission to bright children from well-educated families or students who are likely to go on to graduate school for the reasons that they may support activism while at school. (Author/PG)

**ED 084 967** HE 004 854

**Hart, Sylvia E., Ed. Rott, Robert K., Ed.**

**Proceedings of the Conference and Workshop on Behavioral Objectives, January 1971.** State Univ. of New York, Buffalo. School of Nursing.

Pub Date Apr 72

Note—94p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Behavioral Objectives, Conference Reports, \*Curriculum Development, \*Educa-

tional Objectives, \*Higher Education, Learning Experience, \*Nursing, Teaching Procedures, Workshops

**Identifiers**—\*State University of New York at Buffalo

This document reports the proceedings of a conference and workshop at the State University of New York at Buffalo School of Nursing on behavioral objectives. Presentations include: the management of learning; behavioral objectives and the teaching/learning process in nursing education; curriculum development; curriculum development in the SUNYAB School of Nursing; evaluation of selected nursing course objectives; and the future directions. Summaries of panel presentations and reports from small groups are included. Appendices present an evaluation of the conference and workshop on behavior objectives, a summary of the taxonomy of educational objectives, the philosophy and evolving objectives, and a bibliography on behavioral objectives. (MJM)

**ED 084 968** HE 004 855

**Pruitt, Anne S.**

**New Students and Coordinated Counseling.**

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date Sep 73

Note—44p.

Available from—Institute for Higher Educational Opportunity, Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Case Studies, \*College Students, Counseling Services, \*Higher Education, \*Minority Groups, \*Negro Colleges, Program Coordination, Student Needs, \*Student Personnel Services

**Identifiers**—Albany State College, Texas Southern University, University of South Florida

Although this report focuses on coordinated counseling in the traditionally black colleges, the material is equally significant for all institutions interested in relating student personnel services to the needs of the "new student" and of the minority student in particular. Emphasis is placed on the need for coordinated counseling, counseling needs of students, a program model, vignettes of counseling programs at Albany State College, North Carolina Agricultural and Technical State University, Texas Southern University, and the University of South Florida. The effects of coordinated counseling are briefly reviewed and recommendations are suggested. A check list to evaluate program success and a brief bibliography are provided. (MJM)

**ED 084 969** HE 004 858

**Biggs, Donald A. And Others**

**Job Attitudes of Student Personnel Workers and Their Work Situations.** Office for Student Affairs Research Bulletin, Vol. 14 No. 2 October 17, 1973.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 17 Oct 73

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Counselor Attitudes, \*Higher Education, \*Job Satisfaction, Organizational Climate, Research Projects, Social Characteristics, Statistical Data, \*Student Personnel Services, Work Environment

**Identifiers**—\*University of Minnesota

The purpose of this study was to examine the relationships between the social characteristics of student personnel offices and a student personnel coalition with staff job alienation and job satisfaction. The population of the study was comprised of professional staff members in the Office of the Vice President for Student Affairs at the University of Minnesota. Results of the study showed that social characteristics of the offices but not the coalition were somewhat related to staff job satisfaction. Social characteristics of both offices and the coalition were found to be related to job alienation. Efforts to clarify job expectations and moves to foster greater inter-office communication could affect staff job alienation. (Author)

**ED 084 970** HE 004 859

**Biggs, Donald A. And Others**

**Student Personnel Services in a Contemporary University.** Office for Student Affairs Research Bulletin, Vol. 14 No. 4 October 17, 1973.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 17 Oct 73

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Counseling Goals, \*Educational Objectives, \*Higher Education, \*Interschool Communication, Research Projects, Statistical Data, \*Student Personnel Services

**Identifiers**—\*University of Minnesota

This study describes the job goals and communication patterns of staff in a coalition of student personnel offices at a large urban university. The sample was comprised of 174 professional staff members in 15 different offices that are part of the Office of the Vice President for Student Affairs at the University of Minnesota (Twin Cities). Results of the study indicated that a majority of staff endorsed ten common job goals. These included both general educational goals and more specific service goals. A majority of the staff from other offices in the coalition perceived their job goals as similar to those of the staff in the Campus Assistance Center, Student Counseling Bureau, Orientation Office and the International Student Adviser's Office. The Office of the Vice President for Student Affairs, Special Counseling Office (Discipline), Parents' Association, and the Campus Assistance Center initiated communication most frequently with more offices in the coalition. (Author)

**ED 084 971** HE 004 860

**Barnhart, William**

**University Opinion Poll 8B, Fall 1973. Office for Student Affairs Research Bulletin, Vol. 14 No. 5 December 3, 1973.**

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 3 Dec 73

Note—6p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*College Students, \*Foreign Students, \*Higher Education, Questionnaires, Research Projects, \*Student Attitudes, \*Student Opinion

**Identifiers**—\*University of Minnesota

The University Opinion Poll conducted a poll to obtain an estimate of student opinion on issues related to foreign students on campus. Four hundred eighty two, 79% of a random sample drawn from all students registered at the University of Minnesota, were contacted for their opinions. Most respondents favored keeping the number of foreign students on campus the same, and most favored continuation of the nonresident tuition policy. They also favored allowing foreign students to work without current restrictions. A majority felt that foreign students made a valuable contribution to the overall educational experience of United States students. (Author)

**ED 084 972** HE 004 861

**Alwin, Duane F. And Others**

**Colleges and Earnings.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Public Health Service (DHEW), Arlington, Va.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Social Security Administration (DHEW), Washington, D.C.

Report No.—UW-M-WP-73-23

Pub Date Aug 73

Note—45p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—College Graduates, \*Colleges, College Students, \*Educational Experience, \*Higher Education, \*Income, Salaries, \*Salary Differentials, Wages

This document assesses college effects on earnings 8 to 10 years following graduation from high school. The sample group included male Wisconsin high school seniors in 1957 who had some college experience between 1957 and 1964 and who were alive, not enrolled in any school, and not on active duty with the armed forces in 1964. A total of 1198 men with college information available met the eligibility criteria. Results concerned: the variations in earnings from one school to the next; how these variations compare to institutional differences in the chances of graduating from college or entering a high-status occupation; the effect of institutional environment on earnings as compared to the effect of background, ability, or high school experiences; the extent of college differences in earnings; the mechanisms by which colleges affect earnings.

and the effects of colleges on earnings as a reflection of differences in institutional quality. (MJM)

**ED 084 973** HE 004 862  
Morris, Dianna B. Ussery, Robert M.

**A Report on a Survey of Teacher Education Graduates: Class of 1970.**

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date Sep 73

Note—17p.

Available from—Office of Institutional Research, East Carolina University, P.O. Box 2721, Greenville, N.C. 27834 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Graduates, \*Educational Experience, \*Higher Education, \*Relevance (Education), Self Evaluation, \*Teacher Education, Teacher Evaluation, \*Teaching Experience

Identifiers—\*East Carolina University

This report surveyed all the teacher education majors who graduated from East Carolina University in the Class of 1970, two years after graduation. The questionnaire requested information on educational background, the relevance of the college experience to actual teaching experience, and self-ratings on their traits and abilities as professional teachers. This report was an attempt to evaluate teachers who had completed the teacher education program, as well as gain valuable "feedback" in order to possibly improve the educational curricula for future teachers. (Author)

**ED 084 974** HE 004 863

Beckom, Bobby Neal

**A Report on Employment Status of Graduating Seniors at East Carolina University: Spring 1972.**

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date Aug 72

Note—12p.

Available from—Office of Institutional Research, East Carolina University, P.O. Box 2721, Greenville, N.C. 27834 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, Employment, Employment Potential, \*Employment Statistics, \*Employment Trends, \*Higher Education, Occupational Surveys, \*Seniors

Identifiers—\*East Carolina University

This study surveyed graduating seniors of East Carolina University relative to employment status immediately prior to graduation. The purpose of the study was to determine the number of graduating seniors who had accepted employment. Other variables investigated were as follows: students who had offers but were still seeking employment; students seeking employment but having no job offers; and students not seeking employment due to further studies, military obligations, etc. These variables were categorized by discipline. (Author)

**ED 084 975** HE 004 864

Beckom, Bobby Neal

**A Preliminary Report on a Study of the Academic Performance of Transfer Students at East Carolina University.**

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date Aug 72

Note—9p.

Available from—Office of Institutional Research, East Carolina University, P.O. Box 2721, Greenville, N.C. 27834 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, \*Academic Performance, Colleges, \*College Students, Community Colleges, Dropout Rate, \*Higher Education, Junior Colleges, \*Transfer Students, Universities, \*Withdrawal

Identifiers—\*North Carolina

This study was designed to measure the academic success of students who transfer to and from the various institutions of higher education in North Carolina. The long range purpose of the study is to evaluate academic performance, attrition rates, and progress toward degree completion of the various transfer groups. These groups include students transferring to or from community colleges, junior colleges, and public and private 4-year institutions. Counselors would find such information useful as would admissions officers and counselors at institutions that regularly

receive large numbers of transfer students. (Author)

**ED 084 976** HE 004 865

Netzer, Dick

**Issues in the Collective Bargaining Election, I, II, III, IV.**

New York Univ., N.Y.

Pub Date 12 Oct 73

Note—44p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Collective Bargaining, \*Collective Negotiation, \*Decision Making, Essays, \*Governance, \*Higher Education

Identifiers—\*New York University

This document presents four essays that offer a case against replacing New York University's present system of governance and decisionmaking on both economic and professional matters with formal collective bargaining under federal law. The first essay presents an overview of the issues in the collective bargaining election. The second essay addresses the economic issues in the election: the effect, if any, of the institution of collective bargaining on salaries, fringe benefits, and "working conditions." The third essay concerns the role of the faculty and librarian in decision-making at the university and how this role might be affected by formal collective bargaining. Finally, the fourth essay reviews the previous essays and responds to arguments in favor of collective bargaining. (Author/MJM)

**ED 084 977** HE 004 866

**A Potpourri of Institutional Research Studies: Proceedings of the Sixth Statewide Invitational Conference on Institutional Research.**

Pub Date Jun 73

Note—238p.; Proceedings of the Florida Statewide Invitational Conference on Institutional Research (6th, Tampa, Florida, June 28-29, 1973)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—College Credits, \*Conference Reports, Educational Accountability, \*Educational Innovation, \*Educational Research, Enrollment Projections, \*Higher Education, \*Institutional Research, Interinstitutional Cooperation, Models, Student Evaluation, Teacher Evaluation, Transfer Students, Units of Study (Subject Fields)

This document presents the proceedings and papers of the sixth statewide invitational conference on institutional research, 1973. Conference papers concern: the concept and implementation of the University of Georgia course contribution matrix; an approach to improving college classroom instruction through a teacher accountability model; the construction and some possible uses of an induced course load matrix; selection of academic majors; a comparative study of native and transfer students; educational funding—definitions of faculty effort categories; student instructor-course evaluation—a factor analysis and multivariate analysis of variance studies; an examination of recent trends in grade-point averages at Florida State University; CLEP in the state universities; some implications for instructional research and planning of interinstitutional course registration articulation agreement; STEM Student Tracking Enrollment Model—a procedure for quarter-by-quarter enrollment projections. A list of invitational conference membership and attendance are included. (MJM)

**ED 084 978** HE 004 867

Appel, Brent, Ed. And Others

**The Other Stanford: A Report on the Relationship of Professors and Undergraduate Students at Stanford University.**

Stanford Univ., Calif.

Pub Date 73

Note—57p.

Available from—SWOPSI at Stanford University, Stanford, California 94305 (\$3.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Educational Quality, \*Higher Education, Institutional Role, Research and Development Centers, \*Student College Relationship, \*Student Teacher Relationship, \*Undergraduate Study

Identifiers—\*Stanford University

This report is concerned with the relationship of professors and undergraduates at Stanford University. Its purpose is to create the substance for a debate about the quality of teaching and

learning at the undergraduate level. The major themes of the report are: (1) Stanford's rise to national excellence as a major research university over the past three decades has had both positive and negative consequences for undergraduate education. (2) Only about one in every three Stanford undergraduates is satisfied with the present quality of faculty-student relations and the advising system. (3) Four important outcomes of the educational process are positively and strongly linked to the amount of interaction students have with professors. The incidence of these outcomes for Stanford undergraduates as a whole is very low. Four basic objectives are suggested to improve the quality of student-faculty interaction: an enrichment in the level and quality of student-faculty interaction; a restructuring of the University's faculty evaluation and reward system; a redirection of the Office of the Dean of Undergraduate Studies so as to increase its effectiveness as an advocate for undergraduate education; and a greater awareness by undergraduates of the benefits of interaction with faculty members, and the necessity to participate in the initiation of it. (Author)

**ED 084 979** HE 004 868

**Undergraduate Enrollment in 2-Year and 4-Year Colleges: October 1972. Current Population Reports, Series P-20, No. 257.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Pub Date Nov 73

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.65)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Students, \*Community Colleges, \*Enrollment, \*Enrollment Trends, \*Higher Education, Minority Groups, Statistical Analysis, Student Characteristics, \*Undergraduate Study

There have been considerable gains in the number of students enrolled in college at the undergraduate level in the past several years. The gain in enrollment in 2-year colleges has been especially marked. The total number of students enrolled in the first 4-years of college increased from 5.1 million in October 1966 to 7.0 million in October 1972, or by 37%. Enrollment in 2-year colleges increased from 1.0 million to 1.9 million during this time period, or by 83%, accounting for most of the increase in the size of the freshmen and sophomore classes since 1966. The proportion of first and second-year students who were attending 2-year colleges rather than 4-year colleges increased from 31% in 1966 to 43% in 1972. The information on social and economic characteristics of undergraduates shows that the opening of many 2-year community colleges has increased the opportunity for college education for minority students and also for older persons. (Author)

**ED 084 980** HE 004 869

**A Study of Black Colleges to Determine Their Capability to Deal With the Problems of Unemployment, Underemployment and Job Training. Final Report.**

B and C Associates, Inc., High Point, N.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-20-37-73-15-1

Pub Date 29 Jun 73

Note—80p.

Available from—National Technical Information Service, Springfield, Va. (PB-22 814/6, HC-\$3.75, MF-\$1.45)

**Document Not Available from EDRS.**

Descriptors—Business, \*Higher Education, Industry, \*Job Training, Minority Role, \*Negro Colleges, \*Underemployed, \*Unemployment

This study analyzes the capabilities of a selected sample of black colleges to deal with the problems of unemployment, underemployment, and job training. It further analyzes the existing and potential levels of interrelations between minority colleges, business, and industry. (NTIS)

**ED 084 981** HE 004 870

**Minority Work Study Program.**

East-West Gateway Coordinating Council, St. Louis, Mo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jun 73



Note—11p.

Available from—National Technical Information Service, Springfield, Va. (PB-223 228/8, HC-\$3.00, MF-\$1.45)

#### Document Not Available from EDRS.

Descriptors—\*Disadvantaged Groups, Employment, \*Graduate Students, \*Higher Education, Job Training, \*Minority Groups, Planning, \*Work Study Programs

This report covers a work-study program in the East-West Gateway area to provide employment and training for minority and economically disadvantaged graduate and upper-division undergraduate students enrolled in planning and related curricula. The program has aided students in continuing their education who might otherwise be financially unable to do so. (NTIS)

**ED 084 982** HE 004 871  
Regents External Degrees. College Proficiency Examinations.

State Univ. of New York, Albany.

Pub Date 73

Note—220p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Educational Certificates, \*Educational Innovation, \*Equivalency Tests, \*Evaluation Techniques, \*External Degree Programs, \*Higher Education, Program Descriptions, Special Degree Programs

Identifiers—\*New York

Regents External Degrees make it possible for an individual to earn a college degree without the constraints of time or locale, and without necessarily attending college. He or she need only demonstrate college-level competency in a Regents External Degree Program. Credit is granted for a variety of educational experiences—from military training, to proficiency examinations, to traditional college course work. This document presents, in Part I, a description of the New York Regents External Degree, including enrollment procedures, costs, grading systems, and degree programs. Part II describes the New York College Proficiency Examination program and its use. Part III gives information on the New York College Proficiency Examinations and the Regents External Degree Examination, including application procedure, grading policies, examination format, use of examinations and methods of preparation. Part IV presents examination content descriptions. Also included is a list of the colleges, universities, and nursing programs in New York State that participate in the College Proficiency Examination Program. (Author/PG)

**ED 084 983** HE 004 872

Doctorate Manpower Forecasts and Policy.

National Board on Graduate Education, Washington, D.C.

Report No.—NBGE-RR-2

Pub Date Nov 73

Note—31p.

Available from—National Board on Graduate Education, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Degrees (Titles), \*Doctoral Degrees, \*Educational Demand, \*Educational Supply, Employment Opportunities, \*Graduate Study, \*Higher Education, \*Job Market, Manpower Needs

Three approaches that can guide a nation's public policy with respect to graduate education and the supply of highly educated persons are discussed: manpower planning, human capital analysis, and the principle of free student choice. The first two perspectives were judged to be inappropriate and the free-choice principle endorsed. The reliance on individual decisions that follows from this principle, however, requires sound labor market information if the combined actions of students, universities, state and federal legislatures, and employers are to result in reasonably efficient outcomes: i.e., approximate balance in the supply of and demand for individuals with advanced education. The current state of the labor market forecasting techniques for doctorates was reviewed with the following conclusions: (1) Existing techniques for protecting future supply of and demand for doctorates were found to have serious limitations. (2) It was found that too few resources have been applied to the collection and analysis of information pertaining to the labor market for highly educated manpower. (3) The federal government places too much stress on the immediate state of the labor market in determining policy with respect

to the support of graduate education. The report concludes with 6 recommendations designed to improve the environment for decision and policymaking with respect to graduate education. (Author)

**ED 084 984** HE 004 873  
Glenny, Lyman A. Daiglish, Thomas K.

Public Universities, State Agencies, and the Law: Constitutional Autonomy in Decline.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 73

Grant—OEG-6-10-106

Note—194p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—College Administration, Educational Planning, \*Governance, Government Role, \*Higher Education, \*Institutional Administration, \*State Government, \*States Powers, University Administration

Identifiers—\*California, Colorado, Hawaii, Illinois, Maryland, Michigan, Minnesota, Wisconsin

This study discusses four states: California, Colorado, Michigan, and Minnesota considered by scholars to have provided their state universities with great autonomy from state government through their constitutions and matched them with four states: Hawaii, Illinois, Maryland, Wisconsin, which have distinguished universities of a similar size whose legal base is purely statutory. The first chapter establishes the legal and historical base of both statutory and constitutional universities. The second chapter is a brief description of the social milieu and the state organizational context in which the university finds itself. The third chapter reveals the study findings obtained from documents and records as well as from interviews and questionnaires. The fourth chapter analyzes the interrelationships of the four principal sets of actors involved in the study—governor's staffs, legislative staffs, state coordinators, and institutional leaders. The last chapter provides tentative conclusions about the operational meaning of constitutional and statutory status and the implications of the findings for institutional autonomy and independence. (Author/MJM)

**ED 084 985** HE 004 874

Counsell, James Steve

Estimates in Futures: Projections, Planning, and the University Budget.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 17 Nov 72

Note—113p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Budgets, \*Decision Making, \*Educational Administration, \*Enrollment Projections, Expenditures, \*Higher Education, Planning, \*Policy Formation, Prediction, Statistical Analysis, Tables (Data)

Identifiers—\*University of San Francisco

One role for institutional research within the university's budget is to provide objective data and informed judgements to help the responsible decisionmaking of the university organization. This report attempts to fulfill this function in organizational intelligence. In the university, as in all responsibly operated enterprises, projections of incomes and expenditures are necessary. This document contains statistical charts and trend line graphs on estimating enrollment and credit hours for full and part-time students to aid in the decisionmaking at colleges and universities. The author presents an explanation of the use of institutional research in the university budgeting process, including the data and method used in the report. Statistical charts and trend-line graphs are then presented using the University of San Francisco as a basis for the predictions. (Author/PG)

**ED 084 986** HE 004 875

Counsell, James S. Rizzo, Claude J.

University of San Francisco Institutional-Level Financial Indicators, FY 1968-1969 to FY 1972-1973.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 17 Dec 73

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Budgeting, Case Studies, \*Educational Administration, Educational Coordination, \*Educational Finance, Educational Planning, \*Higher Education, \*Management, Statistical Analysis

Identifiers—\*University of San Francisco

To manage effectively the higher education enterprise is a complex matter. Part of the problem of managing complexity is the need for monitoring data in time series such that the on-going enterprise is viewed at comparable times in comparable terms. Part of the answer at the University of San Francisco is the development of time series data on students, curriculum, faculty, and a number of noncurricular items. However, the need for systematic financial review called for time series data on financial categories. But beyond such tuition and fees history and specific financial data, the need for certain meaningful ratios or indices is evident. There is also a need to study the balance sheet data over several years and subject these to important meaningful indicator construction. This paper is committed to the development of appropriate theory for total institutional analysis of the university enterprise. This document provides for cross-institutional comparability through the taxonomy of WICHE/NCHES Program Classification Structure (PCS). Hopefully, this effort proves useful to institutional needs in budgeting and planning as well as useful to others with similar needs. (Author)

**ED 084 987** HE 004 876

Project Ahead. A Final Report.

Higher Education Coordinating Council of Metropolitan St. Louis, Mo.

Spons Agency—Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.

Pub Date Aug 73

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Colleges, \*Disadvantaged Youth, \*Educationally Disadvantaged, \*Educational Programs, \*Financial Support, \*Higher Education, Minority Groups

Identifiers—\*Project AHEAD

This report summarizes a 4-year effort to serve disadvantaged, high-risk students through appropriate college programs in the metropolitan St. Louis area. Project AHEAD (Associated Higher Education Assistance for the Disadvantaged) was aimed at the disadvantaged in an effort to find high-risk students in impoverished neighborhoods and provide them the financial aid, educational help, and counseling necessary to succeed in college. It aimed to demonstrate that such students could succeed and that area colleges and universities, as a consequence of participating in or observing the project, would permanently increase their level of enrollment and service to such students. Summary conclusions include: (1) Compensatory education is not as stimulating and satisfying to disadvantaged students as credit, career, and degree-oriented curricula. (2) Strong counseling and supplementary instructional help can salvage many disadvantaged students. (3) A worthwhile proportion of disadvantaged students can succeed in college. (4) Many apparent dropouts resume college work when their circumstances permit. (5) Older disadvantaged students do better than younger ones. (6) Maximum encouragement of disadvantaged students requires full financial aid for tuition and expenses. (Author/PG)

**ED 084 988** HE 004 878

Stecklein, John E. And Others

Student Finances Study: An Analysis of Income and Expenditures of Sophomore, Junior, and Senior Students at the University of Minnesota, 1965-66 Academic Year.

Minnesota Univ., Minneapolis. Bureau of Institutional Research.

Pub Date Dec 67

Note—195p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*College Students, Costs, \*Educational Finance, Expenditures, \*Financial Needs, \*Higher Education, Income, Statistical Data, \*Student Costs, Tuition

Identifiers—\*University of Minnesota

This document analyzes income and expenditures of sophomore, junior, and senior students at the University of Minnesota, 1965-66. Chapter II investigates percentages of student income from various sources and student employment. Chapter III reviews total expenditures, housing and food,

educational expenditures per quarter, personal, vacation trips, total expenditures per quarter in relation to parental income, and total average expenditures per quarter in relation to number of siblings. Chapter IV studies the effect of increased costs of education. Emphasis is placed on increased costs met by students, how students met unexpected high costs, discussion of financial problems with parents, and effects of hypothetical 5 percent and 10 percent increases in cost of education. Chapter V reviews student opinions about various aspects of higher education. Appendices include the questionnaire and letter, background characteristics of the sample, data on sources of income, data on expenditures, data on meeting increased costs, and opinions on higher education. (MJM)

**ED 084 989** HE 004 879

*Irwin, Judith T., Comp.*  
**The Campus Resources of Higher Education in the United States of America: A Taxonomy of Types and A Geographical Distribution.**  
Academy for Educational Development, Inc., Washington, D. C. Management Div.  
Pub Date Nov 73  
Note—114p.

Available from—Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Colleges, \*Community Colleges, Directories, Geographic Distribution, \*Higher Education, \*Institutions, Law Schools, Medical Schools, Taxonomy, \*Universities

This document presents a classification of the campus resources of higher education institutions in the United States. After the foreword, the institutions are divided into 5 categories: doctoral-granting universities; comprehensive colleges and universities; general baccalaureate colleges; 2-year colleges; and separate specialized professional schools. The doctoral-granting universities are divided into 3 groups, depending on number of Ph.D. awards granted and amount of federal government support for academic research. The comprehensive colleges and universities are institutions that may have doctoral programs and that offer master's degrees, and have an enrollment of more than 3,500 students. General baccalaureate colleges may award master's degrees and have enrollments under 3,500. Two-year colleges include community colleges, technical institutes, university and college branches, and other campuses offering less than a baccalaureate program. Separate specialized professional schools include Bible colleges and religious seminaries, medical schools, schools of engineering and technology, schools of business, schools of music, art, and design, schools of law and teachers colleges and all others. (Author/PG)

**ED 084 990** HE 004 880

*Wilcox, Lee, Ed.*

**The Evaluation of Asian Educational Credentials: A Workshop Report. India, Japan, the Philippines, Taiwan.**

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date Apr 66  
Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Admission (School), \*Admission Criteria, Bibliographies, Curriculum Evaluation, \*Foreign Students, \*Higher Education, \*International Education, Student Exchange Programs

Identifiers—\*Asian, India, Japan, Taiwan, the Philippines

This report summarizes the training workshop on the Evaluation of Asian Educational Credentials recommendations and findings. This report is an attempt to extract from the total workshop those points that are most relevant to the problem of evaluating credentials from India, Japan, the Philippines and Taiwan. For each of the four countries the following information is given: overview of the educational system, special problems, quality factors, grading system, recommendations and bibliography. The appendix includes workshop staff and participants. It is hoped that this report will be a useful tool for admission officers and foreign student advisors to help them evaluate Asian students' credentials. (Author/PG)

**ED 084 991**

*Jameson, Sanford, Ed.*

**The Admission and Placement of Students From the Pacific-Asia Area. A Workshop Report. Australia, Ceylon, Hong Kong, India, Malaysia, New Zealand, Pakistan, Singapore, Okinawa, and Pacific Islands.**

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Hawaii Univ., Honolulu. East-West Center.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date [73]

Note—115p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (\$1.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Admission (School), \*Admission Criteria, \*Foreign Students, \*Higher Education, \*International Education, Student Exchange Programs

Identifiers—\*Asia

This is the report from the workshop for the admission and placement of students from the Pacific-Asia Area. The basic purpose of this workshop was to bring together a group of experienced admissions officers and resource persons with expertise in the particular countries to be covered, in order to study, in some depth, foreign educational systems as they relate to education in the United States. The admission and placement recommendations resulting from the workshops are then made available to the broader admission community through follow-up workshops. There are 3 major sections to this report: Hong Kong-Malaysia-Singapore; Ceylon-India-Pakistan; and Australia-New Zealand. Also included is an overview of the panel discussions that covers Okinawa and the Pacific Islands. The recommendations in each of the country sections represent a consensus of the participants on how applicants from these countries should be considered for admission and placement in institutions in the United States. This report is intended as a practical reference guide for admission officers in the United States who are considering applicants from the countries discussed. (Author/PG)

**ED 084 992**

HE 004 882

*Sloum, Joel B., Ed.*

**The Admission and Academic Placement of Students From Selected Countries of Latin America. A Workshop Report. Argentina, Chile, Ecuador, Peru.**

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date [73]

Note—128p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (\$2.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Admission (School), \*Admission Criteria, \*Foreign Students, \*Higher Education, \*International Education, Placement, Student Exchange Programs, Workshops

Identifiers—Argentina, Chile, Ecuador, \*Latin America, Peru

This is the report of the workshop on the admission and academic placement of students from selected Latin American countries. The participants and resource persons examined selected foreign educational systems in some detail, with particular regard to the entrance of students, who are products of those systems, into higher education in the United States. The aim of the workshop was to produce admissions and placement recommendations for circulation to the United States academic community. In this report, the background sections for each country are presented, along with recommendations for each country's students. After the preface, the report contains general admission and academic placement recommendations; then specific information about the following countries: Argentina; Chile, Ecuador, and Peru. The information includes characteristics of the education systems of each country, the grading system, sample credentials, and chart of the educational systems. Appendices includes workshop staff, participants and observers, and an overview of the Puerto Rican higher education situation. (Author/PG)

HE 004 881

**ED 084 993**

HE 004 883

*Brick, Michael, Ed.*

**Collective Negotiations in Higher Education. Columbia Univ., New York, N.Y. Community Coll. Center.**

Pub Date 73

Note—118p.

Available from—Community College Center, Teachers College, Columbia University, New York, N.Y. (\$3.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*Collective Bargaining, \*Collective Negotiation, Essays, Governing Boards, \*Higher Education, \*Tenure

Following introductory material, four monographs on collective bargaining are presented. The first, the strategy and tactics of collective bargaining, offers valuable suggestions as to how negotiations should be conducted and concludes on a positive note arguing that no clear dichotomy exists between faculty and administrator power. The second monograph deals with the impact of faculty unionism on tenure by analyzing the causes of faculty unionism, discussing the problems that tenure systems create, and finally determining whether or not tenure matters will be negotiable. The third monograph discusses the changing relationship between college presidents and Boards of Trustees; collective bargaining was mentioned as one of the possible factors having influence on the relationship. The fourth monograph examines and analyzes the state public employment statutes with recommendations for statutory treatment of institutions of higher education. (MJM)

**ED 084 994**

HE 004 885

*Shulman, Carol Herrnsdorf*

**Employment of Nontenured Faculty: Some Implications of Roth and Sindermann.**

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.

Report No.—ERIC-HE-8

Pub Date 73

Note—75p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Faculty, \*Contracts, \*Court Cases, Freedom of Speech, \*Higher Education, Performance Specifications, \*Teacher Dismissal, Tenure

Identifiers—\*Roth, Sindermann  
This report considers two 1972 Supreme Court decisions (Roth and Sindermann) concerning nonrenewal of contracts of nontenured teachers. At issue are the interpretations of the First and Fourteenth Amendments as they apply to violation of free speech and deprivation of alleged interests of "property" or "liberty." Reactions of the education and legal communities to the two decisions are examined as well as subsequent cases involving contract renewal. Possible alternatives to the bare nonrenewal of contracts without a statement of reasons are considered. The complete Supreme Court decisions are included in the appendix. (MJM)

**ED 084 995**

HE 004 886

*Busko, Michael V. And Others*

**Community Program Planning in Post Secondary Education: A Source Book for Winston-Salem, North Carolina.**

North Carolina Univ., Chapel Hill. Center for Urban and Regional Studies.

Spons Agency—North Carolina State Commission on Higher Education Facilities, Raleigh.

Pub Date Aug 73

Note—228p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Colleges, Consortia, Cooperative Programs, \*Higher Education, \*Postsecondary Education, Program Descriptions, \*Program Planning, \*School Community Programs, \*School Community Relationship, Universities

Identifiers—\*North Carolina

This study inventories the urban activities of institutions of higher education in the Winston-Salem area and reports a significant series of social and economic indicators for nine urbanized areas in North Carolina. Part I consists of a series

of excerpts from a collection of nine documents and reports concerned with development policy, planning in general, and planning for higher education in North Carolina. In Part II, attention is focused on the urban activities of five institutions of higher education and one consortium in Winston-Salem. Consideration is given only to those organizational units whose primary focus is on the interface between the institution and the city. Related document is HE 004 887. (MJM)

**ED 084 996** HE 004 887

Daly, Kenneth W.  
**Planning the Interface Between Postsecondary Education and the City.**  
North Carolina Univ., Chapel Hill. Center for Urban and Regional Studies.

Spons Agency—North Carolina State Commission on Higher Education Facilities, Raleigh.  
Pub Date Aug 73  
Note—90p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cooperative Programs, \*Higher Education, \*Postsecondary Education, Program Development, \*Program Planning, \*School Community Programs, \*School Community Relationship

This report provides an overall framework for planning the interface between institutions of postsecondary education and the city in or near which they are located. The main thrust of the report suggests: (1) The question of the interface between a postsecondary school and a city can only be answered by those who are "serious" about it; (2) Being "serious" means taking leadership to push for, or getting the existing leadership to adopt, a program, which represents a certain conception of what the interface should be and how to achieve that state of affairs; (3) This political process of drawing up a program and realizing it is what planning is really about; (4) In order to plan, institutions must be changed so that planning the interface becomes part of the value-systems, the structures, and the normal routines of those institutions. A bibliography and appendices are included. Related document is HE 004 886. (Author/MJM)

**ED 084 997** HE 004 890

**The Manhattanville Plan: A Report to the National Endowment for the Humanities.**  
Manhattanville Coll. of the Sacred Heart, Purchase, N.Y.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Pub Date 73  
Note—46p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Credits, \*Curriculum Development, Educational Change, \*Educational Innovation, \*Grading, Graduation Requirements, \*Higher Education, Program Descriptions, Relevance (Education)  
Identifiers—\*Manhattanville College

The Manhattanville College plan for change is described in relation to grading, credits for graduation, curriculum, and distribution requirements. Specific areas of change include: grading, formal academic advising, board on academic standards, curricular changes, summer sessions, interdisciplinary studies, open-door lecture service, faculty forum, clinics, and self-instruction, off-campus programs and work-study, residential life, open college, and evaluation. This plan is reviewed in the perspective of American higher education. (MJM)

**ED 084 998** HE 004 891

**Faculty Activity Analysis: Procedures Manual.**  
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—WICHE-TR-44  
Pub Date 73  
Note—146p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Faculty, \*Higher Education, Noninstructional Responsibility, \*Surveys, \*Teacher Welfare, Teaching Assignment, \*Teaching Load, Working Hours

This document presents the National Center for Higher Education Management Systems' (NCHEMS) faculty activity survey instrument and discusses the procedural questions involved in conducting an activity survey. Recommended

procedures are given where appropriate. Some of the concerns confronting an institution that is initiating an activity survey are identified and discussed, such as: When the survey should be conducted? Should the institution sample faculty or conduct a census? What should be the survey time period? What are the alternative methods of administering the survey? and What is the effect of each of these in the resulting data? Some of the larger issues surrounding a faculty activity analysis are discussed. These include (1) the question of the accuracy and consistency of faculty activity information; (2) the effect that altering the survey instrument has upon the resulting data; and (3) the general question of faculty acceptance of an activity survey. (Author)

**ED 084 999** HE 004 892

Sherman, Edith M. And Others  
**Patterns for Progress in Aging: A Work Study in Social Gerontology.**

Administration on Aging (DHEW), Washington, D.C.; Denver Univ., Colo. Dept. of Sociology.  
Report No.—DHEW-SRS-73-20190  
Pub Date Jun 73

Note—54p.; A Demonstration Project at the University of Denver

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Students, Field Experience Programs, \*Higher Education, \*Older Adults, Program Descriptions, \*Senior Citizens, \*Work Study Programs

Identifiers—\*University of Denver

This report describes the Work-Study Project—Services to the Aging at the University of Denver. The project was designed to sensitize students in their understanding of the role and functioning of older people in a changing social structure and through a field work and academic program, to acquaint students with the occupational and professional potentials in the field of social gerontology. The project description reviews the initiation of work-study project, organization and structure, evaluation, and summary of the project. Appendices include brochures, a follow-up questionnaire, evaluation forms, and other related materials. (MJM)

**ED 085 000** HE 004 893

**How to Develop and Administer a Corporate Gift-Matching Program.**

Council for Financial Aid to Education, New York, N.Y.  
Pub Date [73]  
Note—24p.

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, N.Y. 10019 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Economics, \*Educational Finance, \*Financial Support, \*Higher Education, Nonpublic School Aid, \*Private Financial Support, Program Descriptions

The development and administration of a corporate gift-matching program designed to support American higher education is discussed. Emphasis is placed on the importance of alumni support to colleges and universities, gift-matching programs and policies, the mechanics of gift-matching, and questions and answers about gift-matching. The appendix includes sample gift-matching forms, a rule of thumb for estimating the initial cost of a new matching plan, and references. (MJM)

**ED 085 001** HE 004 894

Pifer, Alan  
**The Higher Education of Blacks in the United States.**

Carnegie Corp. of New York, N.Y.  
Pub Date 1 Aug 73

Note—53p.; Reprint of the Alfred and Winifred Hoernle Memorial Lecture for 1973, delivered under the auspices of the South African Institute of Race Relations, Johannesburg, August 1, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Development, \*Educational History, \*Higher Education, \*Historical Reviews, \*Negro Education, \*Negroes, Speeches

This lecture discusses the higher education of blacks in the United States. The first part describes historically the development of black

higher education by chronological periods up to approximately 1965. The second section discusses the present era in terms of several major current issues. Some of the social, legal, and political aspects of race relations generally that have formed the larger context within which higher education for blacks has developed are sketched. A short personal appraisal of what the entire experience of black higher education seems to add up to is included. (Author/MJM)

**ED 085 002** HE 004 896

Allen, David B.  
**Heterogeneity of Research Interests and Effectiveness of University Departments.**

Washington Univ., Seattle.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—UW-TR-72-38  
Bureau No.—BR-0-0340  
Pub Date Dec 72

Grant—OEG-0-70-3347

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Faculty, \*Effective Teaching, \*Higher Education, \*Job Satisfaction, Researchers, \*Research Opportunities, Research Projects

Departments are characterized according to the heterogeneity of the faculty's research interests. The study examines the extent to which department performance and satisfaction are related to the heterogeneity of the faculty. ACE rating, teaching effectiveness, and faculty satisfaction with five facets of the department are employed as criteria. The results indicate that the heterogeneity measure is an index of situational favorableness that interacts with leadership style to determine teaching effectiveness. It was found that heterogeneity is negatively related to department ACE rating and faculty satisfaction in hard areas, but that these variables are unrelated in soft areas. (Author)

**ED 085 003** HE 004 897

Mehra, N.  
**Who Goes When To College?**  
Alberta Univ., Edmonton. Office of Institutional Research and Planning.

Pub Date Dec 72  
Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Admission (School), Admission Criteria, College Preparation, Colleges, Freshmen, \*Higher Education, \*International Education, \*Semester Division, Student Characteristics, Students, \*Transfer Students

Identifiers—Canada, \*University of Lethbridge

This study concerns the educational preparation and academic caliber of students who seek college admission at times other than the traditional fall entry point. Subjects for the study were comprised of the entire freshman class of fall and spring registrants at the University of Lethbridge during the academic year 1968-69. The two groups of students, those registering in the fall and spring semesters, respectively, were compared on a number of variables. The results of the study show that the fall and spring semester registrants do not differ appreciably on general characteristics, and that it is most likely a misconception that the spring semester enrollees are largely the repeaters of high school courses. Data showed that a substantial proportion of spring registrants were either transfer students or those who had to defer university entrance for a semester or so due to financial or other personal reasons. The educational preparation of a transfer student is appreciably better than that of a freshman matriculant. This may be the reason why this group despite its achieving a significantly lower grade-point average on the high school examinations, gave a performance comparable to those of fall registrants in the freshman course examinations. (Author)

**ED 085 004** HE 004 898

Parmeter, Tom Faxio, John  
**The Thirteen College Program: Teacher Evaluation of the 4th Annual Summer Curriculum Development Conference and Attitudes Toward Undergraduate Education.**

Institute for Services to Education, Washington, D.C.

Pub Date Nov 70

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**



**Descriptors**—Conference Reports, Educational Programs, \*Evaluation, Experimental Programs, \*Higher Education, \*Negro Institutions, Questionnaires, Surveys, Teacher Attitudes, \*Teachers, \*Undergraduate Study

**Identifiers**—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

During the summer of 1970, the Institute for Services to Education (ISE) held its fourth annual summer writing conference for faculty members of predominantly black institutions of higher education. The purpose was to continue the process of teacher development of undergraduate curriculum materials and concomitant instructional practices. Attending the 6-week conference were faculty, staff, and graduate students from 23 predominantly black institutions. The conference was divided into units by the curriculum areas, including: English, mathematics, biology, humanities, physical sciences, social institutions, and philosophy. Questionnaires were distributed near the end of the conference to elicit the participant's attitudes toward undergraduate instruction in general, their attitudes and opinions about the quality of materials and procedures developed during the conference, and their feelings about the mechanics of the conference and the quality of the conference staff. This report presents and discusses the responses of a sample (40) of teachers who participated in the conference as members of the original 13 College Program experimental units. The results are presented both by total summaries of responses and by responses according to the teachers' different curriculum areas. Selected summaries are presented by the number of years the teacher had participated in the program, by the teacher's sex, and by the teacher's race. General rating tendencies are also presented. (Author/PG)

**ED 085 005** HE 004 899  
**Teachers as Innovators. A Selection of Reports by the Teachers and Counselors of the Thirteen-College Curriculum Program 1969-70 (Five-College Consortium Edition).**

Institute for Services to Education, Washington, D.C.

Pub Date Mar 71

Note—153p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—College Preparation, Counselors, \*Curriculum Development, \*Educational Programs, Evaluation, Experimental Programs, \*Higher Education, \*Negro Institutions, Negro Students, \*Teacher Attitudes

**Identifiers**—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

This is the third collection of year-end reports selected by the Institute for Services to Education (ISE) from the reports prepared by the teachers and counselors of the Thirteen-College Curriculum Program (TCCP). The present document, covering the year 1969-70, comprises a selection of entire reports. The reports are addressed simultaneously to 3 audiences: faculty, governmental agencies, and counselors. Some of the chapter reports include subjects on mathematical self-tests, computers, humanities, philosophy, social institutions, biology, and counseling. The teachers who author these reports discuss the value of the TCCP and what is going on in their classrooms. (Author/PG)

**ED 085 006** HE 004 900  
**The Teacher's Perspective. Selections From Reports by The Teachers of The Thirteen-College Curriculum Program 1968-69.**

Institute for Services to Education, Washington, D.C.

Pub Date Mar 70

Note—196p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Curriculum Development, \*Educational Programs, \*Evaluation, \*Higher Education, \*Negro Institutions, \*Teacher Attitudes, Teacher Developed Materials, Teachers

**Identifiers**—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

The purpose of this document is to show how the teachers in the Thirteen-College Curriculum Program (TCCP) perceive what they are doing and how things are working out. The teachers in these reports present their own views on the values of the TCCP based on their own ex-

periences. In some cases there seems to be general agreement concerning the value of a particular endeavor or aspect of the program, although a few teachers may disagree. The selections are grouped by the following fields: ideas and their expression; quantitative and analytical thinking; social institutions; biology and the physical sciences; humanities and philosophy; new questions, doubts, and hopes; and effect of the project on teachers. Within each field the selections are grouped under headings consisting of certain basic types: themes and approaches; surveys of the year; anecdotes; comparisons; reviews of books and films; general impressions and appraisals. Two sections of general comments are included at the end. (Author/PG)

**ED 085 007** HE 004 901  
**College Curriculum Program: Teacher Selection Guidelines.**

Institute for Services to Education, Washington, D.C.

Pub Date [73]

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—College Curriculum, Curriculum Development, Evaluation Methods, \*Guidelines, \*Higher Education, \*Personnel Selection, Questionnaires, \*Teacher Recruitment, \*Teacher Selection

**Identifiers**—TCCP, \*Thirteen College Curriculum Program

Guidelines for the selection of teachers who will participate in the Thirteen-College Curriculum Program (TCCP) include a compilation of written materials and a list of recommended activities. The first part of this document provides a description of materials including the brochure, statement of the course, teacher selection criteria, ideal classroom questionnaire, teacher questionnaire, and other materials. A list of suggested activities is accompanied by a demonstration. A suggested sequence for teacher selection activity is included. (MJM)

**ED 085 008** HE 004 902  
**Report of the 1971 Summer Workshop.**

Institute for Services to Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Pub Date Nov 72

Contract—OEC-0-8-070867

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Curriculum Development, Educational Programs, Freshmen, \*Higher Education, \*Negro Institutions, Reports, \*Teacher Developed Materials, Teacher Education, \*Teachers, \*Workshops

**Identifiers**—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

Since the summer of 1967, the Institute for Services to Education (ISE) has managed summer workshops as an essential part of the Thirteen-College Curriculum Program (TCCP). The purpose of the TCCP is to develop for a group of black colleges new curriculum materials, new patterns of instruction, and new institutional structures. The work is done jointly by the faculty in the colleges themselves and the ISE staff. Results are tried out by teachers in their own classes and introduced to new teachers as they enter the program. The present report is an account of the 1971 summer workshop, by which time the program had grown from the original teachers, counselors, and directors who make up the program need to get together for an extended period of time to rethink and rework what they are doing. They need to be free from the immediate pressure of daily teaching, but under the most direct pressure of preparing materials for classrooms. This document includes general procedures of the workshops, the participants, curriculum units (English, math, social institutions, physical sciences, humanities, philosophy, counseling, and directors), facilities, and workshop schedules. (Author/PG)

**ED 085 009** HE 004 903  
**Guide for Teachers for Evaluating the Materials and Practices of the Thirteen-College Project.**

Institute for Services to Education, Washington, D.C.

Pub Date 20 Feb 69

Note—89p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Curriculum Development, Educational Objectives, \*Educational Programs, \*Evaluation, \*Higher Education, \*Negro Institutions, Teacher Attitudes, Teacher Education, Teachers

**Identifiers**—TCCP, \*Thirteen College Curriculum Program

This document includes reports prepared by teachers on their year's work in the Thirteen-College Curriculum Program (TCCP). It concerns the project of seeking to develop a curriculum based on the learner as doer, not as the passive recipient of knowledge defined by someone else. It is intended to serve as a guide for teachers. This document asked teachers to list the components of the TCCP program that they are actually using and to give anecdotal accounts of a few things that impressed them most about the project, either because they proved so effective or not. The first part of this document presents the introduction; the second part presents notes on the curriculum for 1967-68, which is a summary of selected aspects of the year's reports. It begins with a preface on student goals (learn skills, learn to think, learn something important, develop positive attitudes, and become involved in project activities). The second part continues with an account of 4 features that serve to distinguish the project from conventional curriculums. The third and final part poses questions about the project to help set the teacher's reports in terms of the present framework. (Author/PG)

**ED 085 010** HE 004 904  
**Humphries, Frederick S. And Others**

**Thirteen-College Curriculum Program Progress Report: 1967-1972. A Major Curriculum Effort to Reduce Attrition Among Black College Students.**

Institute for Services to Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Pub Date Dec 72

Contract—OEC-0-8-070867

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Consortia, \*Curriculum Development, Dropouts, \*Educational Programs, Freshmen, \*Higher Education, \*Negro Institutions, Negro Students, Reports, \*Teacher Attitudes, Teacher Developed Materials

**Identifiers**—Institute for Services to Education, ISE, TCCP, \*Thirteen College Curriculum Program

The Thirteen-College Curriculum Program (TCCP) is a massive, joint effort by a group of black colleges and the Institute for Services to Education (ISE) to develop active, relevant, and workable educational programs for students enrolled in predominantly black colleges. The TCCP was initiated the summer of 1967 by the Thirteen-College Consortium (TCC). The TCCP has subsequently been adopted by additional groups of colleges. This document presents a progress report of the TCCP, first by explaining the TCCP, then describing its effort to use teachers to develop their own class materials, and the effort of the TCCP to disseminate teacher's evaluation and attitudes of the program. The fifth section contains program results, including: socioeconomic background of students, retention in college and grade performance; program outcomes represented by academic test performance and changes in personality; attitude, personality, and developmental results; attitudes of graduating seniors toward their freshmen year; and the impact on students and teachers as perceived by teachers. The growth of the program is discussed in the sixth section. Appendices include a catalog of materials, a description of the 1971 summer workshop, and cycles of development of the TCCP. (Author/PG)

**ED 085 011** HE 004 905  
**To Gladly Learn. An Account of the Program for Pre-College Centers.**

Educational Services, Inc., Watertown, Mass.

Spons Agency—ESSO Education Foundation, New York, N.Y.

Pub Date [67]

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*College Preparation, Colleges, \*Disadvantaged Youth, Educationally Disadvantaged, \*Educational Programs, English In-

struction, \*Higher Education, \*High School Students, Mathematics Instruction, Remedial Programs

Identifiers—\*Pre College Centers

The Pre-College Program is a unique design in inductive learning for the high school student from a family of low or modest income. In this program the student is not "taught," he is provoked to learn. It aims at encouraging him to integrate and profitably use his present knowledge, as he continues to increase it in a free and informal academic atmosphere. Each Pre-College Center offers English and mathematics classes, special-interest workshops, cultural and recreational activities to about 200 high school seniors and juniors, who remain in the Program for one full year. On Saturday mornings during the academic year and daily during the summer session, six selected teachers in each discipline conduct classes of not more than 20 students, using materials that are developed to broaden the contexts of English and mathematics instruction. This document presents an introduction to the Pre-College Program, a brief history of the program, and examples of the English and mathematics program. A sampling of student activities and sample data on pre-college students is also included. (Author/PG)

ED 085 012 HE 004 906

Permet, J. Thomas

Analysis of Student Questionnaire 1971.

Pub Date [71]

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*College Students, \*Higher Education, \*Negro Education, \*Negroes, Questionnaires, Research Projects, Statistical Data, Student Attitudes, \*Student Characteristics

Identifiers—TCCP, \*Thirteen College Curriculum Program

This report presents a comprehensive description of seniors graduating from a broad cross-section of colleges, both public and private, with predominantly black student enrollment. Results of a questionnaire administered to seniors enrolled during their freshman and sophomore years in an innovative curriculum program (Thirteen-College Curriculum Program) and seniors who experienced the traditional curriculum during all four years of college indicated: (1) the seniors tended to be first-generation college graduates, the majority of whose parents had not completed high school. (2) Limited financial backing was a constant factor in the probability of students reaching graduation. (3) Seniors who had their initial college experience in the TCCP had higher grade-point averages than did seniors who did not have such initial experiences. (4) Across all students, the greatest degree of nonacademic participation was in two areas—student government and community service. (5) While 80% of the seniors indicated they would pursue at least one degree beyond the bachelor's, only 20% were actively making application to graduate school. (6) While majors such as education and religion have had traditionally heavy enrollments at these colleges, among these seniors a larger number majored in business and science. (7) 50% of the seniors professed ambivalent feelings about the personal satisfaction gained from attending their particular college. Additional findings, study procedures, and statistical data are included. (MJM)

ED 085 013 HE 004 907

Irwin, Judith T., Ed.

A Guide to Professional Development Opportunities for College and University Administrators; Seminars, Workshops, Conferences, Internships, and Fellowships, January-December, 1974.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date [73]

Note—205p.

Available from—Management Division, Academy for Educational Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (single copies-free)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Administrative Organization, \*Administrator Education, Conferences, Directories, \*Educational Administration, Fellowships, \*Higher Education, Internship Programs, \*Management Development, Program Descriptions, Seminars, Workshops

This document is designed to assist college and university administrators locate places where they can obtain help on management procedures throughout 1974. Activities sponsored by associations, corporations, and consulting groups, in addition to a number of seminars and short-term professional development courses given at colleges and universities, are included. Descriptions prepared by the sponsoring organization include the name or title of activity, sponsoring organizations, dates and location, fees and what they cover, room and board accommodations, application dates and addresses, and a program description. A calendar of programs and an index of sponsoring organizations are included. (MJM)

ED 085 014 HE 004 908

Davis, F. Mark

Tenure Policies and Procedures of the Minnesota Private Colleges: A Tentative Response to the Report and Recommendations of the National Commission on Academic Tenure.

Pub Date 73

Note—28p.; Paper prepared for the American Council on Education Academic Administration Internship Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, \*Higher Education, \*Private Colleges, Surveys, \*Teacher Employment, \*Teacher Welfare, \*Tenure

Identifiers—\*Minnesota

Academic administrators from sixteen private colleges in Minnesota and nine chapter presidents of the American Association of University Professors (AAUP) responded to a questionnaire investigating tenure policies and procedures in Minnesota private colleges. Results of the survey indicated that the private colleges of Minnesota will probably endorse many of the recommendations suggested by the National Commission on Tenure. Additionally, college administrators and campus faculty leadership may allow the development of a new faculty employment position that would offer greater job security than a probationary position and greater flexibility than a tenured position. (Author/MJM)

ED 085 015 HE 004 909

A Study of Undergraduate Student Financial Aid in Alabama, 1970-71.

Alabama State Commission on Higher Education, Montgomery.

Pub Date Sep 72

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, \*Educational Finance, \*Financial Needs, \*Financial Services, \*Financial Support, \*Higher Education, Research Projects

Identifiers—\*Alabama

This document provides information on financial aid programs and needs of Alabama institutions of higher education. Emphasis is placed on the correlation method—the case for the existence of financial barriers in Alabama; sources and amounts of financial aid available to meet financial need in Alabama; recipients of financial aid at Alabama colleges and universities; estimates of additional financial aid needed; and estimates of financial barriers in 1972-73. Appendices include a brief description of the College Scholarship Service theory of need analysis, an example of the Alabama Commission on higher education survey on student financial aid problem of colleges included in this study, alternate measures of financial need, and the independent students. (MJM)

ED 085 016 HE 004 910

Harman, Paul F.

Student Participation in Academic Decision Making: A Liberal Arts College Perspective.

Pub Date Apr 73

Note—38p.; Paper prepared for the American Council on Education Academic Administration Internship Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Standards, \*College Students, \*Decision Making, Educational Administration, \*Higher Education, \*Student Participation

Identifiers—\*College of the Holy Cross

This paper examines the practice of student participation in academic decisionmaking at the College of the Holy Cross. Emphasis is placed on the evolution of the program, practice and evaluation, academic administration, and student

participation. A 28-item bibliography is included. (MJM)

ED 085 017 HE 004 911

Furniss, W. Todd

Steady-State Staffing: A Second Report.

American Council on Education, Washington, D.C. Office of Academic Affairs.

Pub Date Dec 73

Note—29p.; Paper presented at the annual meeting of the Association of Departments of English, Chicago, Illinois, December 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, \*Costs, Educational Finance, \*Higher Education, \*Staff Utilization, \*Tenure

This is a follow-up report on developments in long-range faculty personnel planning since the publication of "Steady-State Staffing in Tenure-Granting Institutions and Related Papers," covering the period from March through December 1973. Following references to newly available data, the paper deals first with work done at SUNY-Buffalo, Stanford, the University of Pennsylvania, the American Association of University Professors, and the Institute for Educational Development using mathematical models of steady-state staffing. Reference is next made to several institutions at which some tenure-related action has recently been taken: Miami-Dade Community College, the University of Hawaii, Bloomfield College, the Virginia Community College System, the City University of New York, Vassar College, and Colgate University. Attention is then given to four special issues: (1) tenure quotas, and the effects of high and low percentages of faculty with tenure on the chances for tenure of probationary faculty; (2) the cost implications of a faculty evenly distributed by age and rank; (3) the growing limitations on institutional choice imposed by government requirements under the Equal Pay Act and other legislation involving nondiscrimination; and (4) the place that provision for early retirement might have in a long-range personnel plan. Three other unresolved issues are identified: the labeling of all untenured faculty as "probationary," the problem of shifting student interests within an institution, and the question of what tenure guarantees. For related document see ED 076549. (Author)

ED 085 018 HE 004 912

Rossington, David R.

Faculty Attitudes Towards the Administration.

Pub Date Apr 73

Note—35p.; Paper prepared for the American Council on Education Academic Administration Internship Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Policy, \*College Faculty, College Planning, \*Educational Administration, Educational Objectives, \*Higher Education, Institutional Role, Resource Allocations, Teacher Administrator Relationship, \*Teacher Attitudes

This report studies faculty attitudes toward the administration in a university during the 1970s. Questionnaires were sent to all faculty members of a large university. A 40% response emphasized the concern over: ten "most important" faculty goals, ten "most important" administration goals, resource allocation, institutional goals, and institutional planning. (MJM)

ED 085 019 HE 004 914

Frantzreb, Arthur C.

A College/University Proposed Internal Governance Council: Suggested Bylaws.

Frantzreb and Pray Associates, Inc., New York, N.Y.

Pub Date May 71

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, \*Educational Administration, \*Governance, \*Governing Boards, \*Governmental Structure, \*Higher Education

Suggested bylaws for a college/university proposed internal governance council review aspects of function, organization, the chairman, meetings, and amendments. Seven sections concerning organization are reviewed: number, appointment, alternates, term, annual appointment, vacancies, and clerks. Meetings are discussed in relation to call, regular meetings, special meetings, quorum, agenda, procedure and open meetings. (MJM)

**ED 085 020** HE 004 915  
**Guidelines for Transfer, Recommendations of the**  
**Joint Committee on College Transfer Students.**  
 North Carolina Univ., Chapel Hill.  
 Pub Date Oct 73  
 Note—28p.  
**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—Admission (School), College  
 Credits, \*College Students, \*Guidelines,  
 \*Higher Education, \*Transfer Policy, \*Transfer  
 Students, Units of Study (Subject Fields)  
 Identifiers—North Carolina

This document presents guidelines for student transfer in North Carolina colleges and universities. The guidelines are blocked out in a pattern of first and second year courses and are written for colleges and universities that operate on a semester or quarter system or various modifications of either. Guidelines concern admissions, transferability of credit, biological sciences, business administration and education, English, fine arts, foreign languages, humanities, mathematics, physical sciences, physical education, and social sciences. (MJM)

**ED 085 021** HE 004 916  
**Siporin, Rae Lee**  
**The University and the Health Professions.**  
 American Council on Education, Washington,  
 D.C.  
 Pub Date Apr 73  
 Note—36p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Programs, \*Health  
 Education, \*Health Needs, \*Health Occupa-  
 tions, Health Occupations Education, \*Higher  
 Education, Institutional Role, \*Medical Educa-  
 tion, Universities

This report concerns the restructuring of educational programs to meet the nation's need for a more adequate system of delivery of health care. The principal perspective is that of a concerned administrator in higher education not that of one in the health professions. Objectives of the report include a discussion and definition of health; an examination of the changing nature of health care; a study of the role of medicine as compared to that of health; consideration of the nature of medical education and its consequent relation to the university; questions about what constitutes the health professions in the University; suggestions of ways in which the University can provide leadership for the health professions; and indications of the organization and structuring of the various components of the health professions in the university. (MJM)

**ED 085 022** HE 004 919  
**Kemerer, Frank R.**  
**Issues of Collective Bargaining at the University of**  
**California-Berkeley.**  
 Pub Date Nov 73  
 Note—103p.  
**EDRS Price MF-\$0.65 HC-\$6.58**  
 Descriptors—\*Collective Bargaining, \*Collective  
 Negotiation, \*Employer Employee Relation-  
 ship, Faculty, \*Higher Education, \*Teacher  
 Welfare, \*Teaching Conditions  
 Identifiers—Berkeley, \*University of California

The issues of collective bargaining as they are being discussed and debated at the University of California-Berkeley are presented. The paper is divided into 5 sections, the first being a discussion of the legal framework within which the debate is presently being conducted. This section also includes a detailed discussion of proposed changes in the present public employee law, since much of the debate at Berkeley is being conducted with an eye to the future. The next section discusses the indirect and direct reasons for organizing aside from preparing for a change in the law. The third section describes the nature of the competing organizations and the approach to collective bargaining. With these 3 sections completed, the last 2 parts of the paper are devoted to an in-depth discussion of the issues of collective action at Berkeley and how they would be affected by change in the existing law. It is the thesis of this paper that the resolution of these issues of collective bargaining will have a profound effect on the Berkeley campus. (Author)

**ED 085 023** HE 004 921  
**McSwain, Augusta Hollis, Sara**  
**Creative Awareness in Humanities. Part I. Scope**  
**of Course. Part II. First Semester 1970-71**  
**School Year. Teaching Forum.**  
 Institute for Services to Education, Washington,  
 D.C.

Pub Date [73]  
 Note—4p.  
**EDRS Price MF-\$0.65 HC-\$3.29**  
 Descriptors—\*Course Descriptions, Creativity,  
 Curriculum Development, \*Educational In-  
 novation, Educational Programs, \*Higher Educa-  
 tion, \*Humanities, \*Negro Education

Identifiers—Africa, Bishop College, Institute for  
 Services to Education, ISE, TCCP, \*Thirteen  
 College Curriculum Program

"Man and His Creative Awareness," developed by the Institute for Services to Education (ISE) in conjunction with the Thirteen-College Curriculum Program (TCCP) is a course that deals with the many aspects of human creativity: music, the visual arts, literature, poetry, drama, architecture, photography, and the film. The ISE-TCCP approach to humanities is to include not only the major works of western civilization, but to explore also the art, music, drama, and folklore in the immediate environment of the students and the creativity in some nonwestern societies, particularly Africa. The student not only assesses the works of others but also experiments in his own expression in various media. After describing the scope of the course in Part I, this document proceeds in Part II to describe the first experience with the new course at Bishop College. The author includes the final exam of the course in the document, including three hypothetical situations that demanded the students use their knowledge in a new and creative way. The subject matter used, the projects done, the class discussions held, are all means to the desired end of creating in the student a critical judgment of, and enthusiasm for, the creative genius of mankind. (Author/PG)

**ED 085 024** HE 004 922  
**Guthrie, Vallie Colquitt, Leroy, Jr.**  
**Analogue Experiences in Physical Science.**  
**Teaching Forum.**

Institute for Services to Education, Washington,  
 D.C.

Pub Date [73]  
 Note—7p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Development, \*Educa-  
 tional Programs, \*Higher Education, Inter-  
 disciplinary Approach, \*Negro Education,  
 \*Physical Sciences, Sciences, Student Centered  
 Curriculum, Student Experience, \*Teaching  
 Methods

Identifiers—Institute for Services to Education,  
 ISE, TCCP, \*Thirteen College Curriculum Pro-  
 gram

For some time there has been a concern in the scientific and academic communities to make science more meaningful to the growing ranks of apparently disenchanted students. This concern is reflected in the development of programs to reassess science curricula on all educational levels. The Thirteen-College Curriculum Program (TCCP) approach to physical science has been to widen the forms of mathematics and its applications to include the natural, though sometime unsophisticated, schematic models developed by students. The theme of this program is student-centered teaching; the program attempts to involve students in principles of each of seven disciplines through first-hand discovery. The students begin with concrete examples and empirically develop from them relevant abstractions and generalizations. The students have tended to become oblivious to some of the artificial barriers between disciplines and have gained a greater appreciation for the structural similarities among them. In this article an example of a class-activity-investigation concerning a conservation law is presented. The investigation concerns the study of a conservation law and contains basic laws of physics and many aspects of the nature of the scientific method. (Author/PG)

**ED 085 025** HE 004 923  
**ISE; Catalyst for Change. Expanding Opportuni-  
 ties. Vol. 3, No. 2, July 1968.**  
 Institute for Services to Education, Washington,  
 D.C.

Pub Date Jul 68  
 Note—12p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Educa-  
 tional Finance, \*Educational Programs,  
 \*Higher Education, Negro Education, Negroes,  
 \*Negro Institutions, \*School Community Relation-  
 ship

Identifiers—CAP, Community Action Program,  
 \*Institute for Services to Education, ISE,  
 TCCP, Thirteen College Curriculum Program

The major thrust of the Institute for Services to Education (ISE) is to broaden the range of opportunities for Negroes in higher education. ISE does this through long-range programs at predominantly Negro institutions. The Institute's major functions are curriculum reform and attracting funds to get new educational programs started. But it also has sponsored a social action project in which students work with local community agencies. Another ISE effort is a series of conferences across the South to prepare young college graduates (Negro and white for future roles as teachers in integrated schools. This document presents a brief history of the ISE, a description of the Thirteen-College Curriculum Programs (TCCP), including a description of the 4 courses taught in the TCCP curriculum during the last academic year (ideas and their expression, quantitative and analytical thinking, social institutions, and natural science), describes the conferences for integrated teaching, and the communication skills institutes (to improve, if necessary, the ability to communicate orally of the graduates of predominantly Negro colleges who plan to teach), and a description of the Community Action Program (CAP). (Author/PG)

**ED 085 026** HE 004 925  
**Brief to the Committee on University Affairs. Sta-  
 bility: A Continuing Issue.**

Council of Ontario Universities, Toronto.

Pub Date Dec 73  
 Note—25p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Costs, \*Educational Economics,  
 Educational Facilities, \*Educational Finance,  
 \*Higher Education, \*International Education,  
 \*Operating Expenses, Tables (Data)

Identifiers—\*Canada, Ontario Universities

The major thrust of this brief is concerned with the level of operating support for 1974-75 and 1975-76 of the Ontario Universities to ensure that the universities are able to keep up with cost increases, hold the line against further erosion of university resources, avoid deficit financing, and prevent further internal reallocations that would be damaging to the long-term interests of the universities and society. This document concerns operating grants, cost pressures in the universities, allocation of resources, cyclic renewal of the physical plant, staff mobility, and comparative activities. Related tables include: percentage analysis of expenses of the University of Ontario, annual average percent wage increases, and comparative prices for the universities. The appendix includes the effect of the slip-year implementation. (Author/PG)

**ED 085 027** HE 004 926  
**Corporate Support of Higher Education, 1972.**  
 Council for Financial Aid to Education, New  
 York, N.Y.  
 Pub Date Sep 73  
 Note—25p.  
**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Economics, \*Educa-  
 tional Finance, \*Financial Support, \*Higher  
 Education, \*Private Financial Support, Statisti-  
 cal Data

This report presents the results of the 10th national biennial Survey of Corporate Support of Higher Education. Survey findings indicate: (1) There was a pronounced upturn in corporate support of education between 1970 and 1972. (2) Among 19 industries, ten reported increased dollar support of education between 1970 and 1972, while nine industries reported less dollar support of education in 1972 than in 1970. In two cases this was accompanied by a decline in pre-tax net income (PTNI). (3) A total of 671 companies supplied some information for the 1972 survey, and their reported contributions to education amounted to \$128.0 million. In comparison to the 1970 survey, this represents a decrease of about 1.2% in the number of corporations, and an increase of 2.6% in the total dollar support of education. (4) The 16 companies in the primary metals industry head the list, with educational support equal to 0.56% of the PTNI, roughly 2 1/2 the average for all companies participating in the survey. Changes in giving patterns, prospects for 1973, and national trends are discussed. The appendix includes corporate support of higher education and the expenditures of colleges and



universities, a note on survey technique, and a note on pre-tax net income and contributions. (MJM)

**ED 085 028 HE 004 928**  
*Van Alstyne, Carol And Others*

**Comparison of the Characteristics of Transfer and Nontransfer College Students, 1967-1971.**  
American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date 30 Nov 73

Note—23p.; Prepared for distribution at the Airline House Conference on College Transfer, December 2-4, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Freshmen, \*College Students, \*Higher Education, \*Questionnaires, Statistical Data, \*Student Characteristics, Surveys, \*Transfer Students

The data presented in this report were compiled from a 1967 freshman survey and a 1971 follow-up survey containing standard biographic and demographic items as well as items on family income, expected sources of support to finance college education, enrollment status, educational achievement and aspirations, attitudes, and values. A total of 280,650 entering freshmen students at 359 universities were administered the Student Information Form in 1967, while a subsample of the 1967 survey included 63,510 former freshmen. This report is based on a comparison of those students who transferred to another institution and those who had remained at their original institutions. Of ten weighted total number of students responding to this item, 25.3 percent answered that they had transferred during the period 1967-71. A statistical interpretation to responses on the Student Information Form are included. (MJM)

**ED 085 029 HE 004 929**  
**SOC Four-Year Servicemen's Opportunity College.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date [73]

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Admission Criteria, College Credits, Contracts, \*Educational Needs, \*Educational Policy, \*Higher Education, \*Military Personnel, \*Postsecondary Education, Transfer Policy Identifiers—\*Servicemen's Opportunity College, SOC

The Servicemen's Opportunity College (SOC) project seeks to identify and designate an extensive network of colleges and universities that are jointly and separately seeking to make postsecondary education available to men and women in military service in ways consistent with their service assignments. Colleges and universities genuinely responsive to the educational needs of men and women in service are asked to subscribe to criteria and policies in the areas of entrance requirements, increased study opportunity, completion of interrupted work, special academic assistance, credit for in-service educational experience, adaptable requirements, contract for degree, residence requirements, transfer policy, liaison, and promoting and continuing commitment. (MJM)

**ED 085 030 HE 004 930**  
**Policy for Facilitating Student Mobility in Massachusetts Higher Education and Commonwealth Transfer Compact.**

Massachusetts State Board of Higher Education, Boston.

Pub Date [72]

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Associate Degrees, Community Colleges, \*Educational Policy, \*Higher Education, \*Student Mobility, \*Transfer Students, Upper Division Colleges

Identifiers—\*Massachusetts

In an effort to facilitate student mobility in Massachusetts higher education for two-year college students to the upper division of four-year institutions, the Massachusetts Transfer Review Council initiated a Commonwealth Transfer Compact. The policy statement indicates that an associate degree from any community college signatory to the CTC will be honored as a unit and construed as: (1) completion of at least 60 hours of work toward a baccalaureate degree, and (2) completion of at least 33 credit hours

toward fulfillment of the general education requirements for the baccalaureate degree. Signatory institutions will honor this policy and adhere to (1) the following: the definition of an associate degree transferable as a unit toward a baccalaureate degree as the equivalent of 60 credit hours of undergraduate college-level study, including 6 hours of English/communication, 9 hours of behavioral/social sciences, 9 hours of humanities/fine arts, 9 hours of mathematics/sciences, and the remaining credits to be on a college level; (2) the awarding, upon acceptance, of the full number of credits earned while enrolled in the associate degree program; and (3) continuous review and evaluation of the implementation of this policy and referral to the Massachusetts Transfer Review Council of problems related to student mobility. Clarifications and an application admission form are included. (MJM)

**ED 085 031 HE 004 931**  
*Harclerod, Fred F. And Others*

**The Regional State Colleges and Universities Enter the 1970's.**

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-SR-10

Pub Date 73

Note—142p.

Available from—ACT Publications, P.O. Box 169, Iowa City, Iowa 52240 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Change, Educational Finance, Educational Programs, \*Enrollment Trends, \*Higher Education, Libraries, Questionnaires, Research Projects, \*State Colleges, \*State Universities

Based on questionnaire responses by regional state colleges and universities for 1967, 1970, and 1972, a comparison of the data indicates trends, draws inferences, and permits a better understanding of the changes occurring within this group of institutions of higher education. Chapters cover the developing state colleges and universities, 1968; institutional size and enrollment patterns; degree programs; recent innovative programs; libraries; and finances. Appendices include institutional name changes, 1966 to 1973; information on the American Association of State Colleges and University member institutions, questionnaires, and an overview of the current status of proposed degree programs and enrollment at the Pennsylvania state colleges and university. (MJM)

**ED 085 032 HE 004 932**  
*Giesecke, G. Ernst*

**An Alternative System of Higher Education in Illinois.**

Governors State Univ., Park Forest South, Ill.; Sangamon State Univ., Springfield, Ill.

Pub Date 13 Apr 73

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Alternative Schools, \*Community Colleges, \*Educational Innovation, Essays, \*Higher Education, \*Upper Division Colleges

Identifiers—Governors State University, Sangamon State University  
This essay offers background and explanatory information concerning a new approach to higher education—the upper division university and the Illinois Community College System. Emphasis is placed on Governors State University and Sangamon State University, two senior universities who offer an innovative and flexible approach to baccalaureate and master's level study. The difference between this new system and the traditional institution of higher education are reviewed. (Author/MJM)

**ED 085 033 HE 004 933**  
**Long-Range Planning — Where Does It All Begin.**

Frantz and Pray Associates, Inc., New York, N.Y.

Report No.—Pam-Ser-92

Pub Date 68

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Alumni, \*Educational Change, \*Educational Planning, \*Higher Education, School Planning

Long-range planning is discussed in relation to certain critical inputs, factors giving planning the impetus to respond, and developments for the future based on fundamental changes in alumni affairs. Critical inputs which reinforce a continuing

and orderly process of directing change include: (1) a recognition of the changing nature, emerging needs and demands of the external environment which the school is supposed to serve; (2) the present role and status of the institution, including a searching examination of goals; and (3) institutional research into various facets of university environment and learning. In an effort to enable the whole process of long-range planning to succeed, it is necessary to: (1) create a special organization for planning that is professionally staffed; (2) focus upon the learner and not the teacher; (3) orient the institution-wide college family to the good of the whole school; (4) emphasize the process of planning; and (5) continue the capability and requirement for review and evaluation of goals, plans, and the planning process. The role of the Office of Alumni Relations will necessarily change in an effort to know how well the school is doing by its graduates and gathering that data will be a major portion of the alumni officer's work in the future. (Author/MJM)

**ED 085 034 HE 004 934**  
**Women and Film: A Resource Handbook.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date [72]

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Directories, Educational Resources, \*Females, \*Films, \*Filmstrips, \*Higher Education, Instructional Films, Instructional Media, \*Womens Studies

This resource handbook provides a summary of the media resources available concerning women. Emphasis is placed on some questions to consider in planning a film festival, suggestions for reducing costs, feature length films pertinent to women's roles, films shown at the first International Festival of Women's Films, short films, slide programs, and other resources. Following a listing of feature length films pertinent to women's roles, films shown at the international festival of women's films are listed with necessary information. This information covers the year; length in minutes; color or black and white; filmmaker, producer, or director; source; and comments. Short films and slides include color or black and white, length in minutes, rental cost, purchase price, source and comments. (MJM)

**ED 085 035 HE 004 935**  
*Paltridge, James Gilbert And Others*

**Boards of Trustees: Their Decision Patterns. Report on Research.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-5-0248

Pub Date 73

Contract—OEC-6-10-106

Note—103p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Decision Making, Decision Making Skills, \*Governing Boards, \*Higher Education, Research Projects, State Universities, \*Thought Processes, \*Trustees

This document surveys the matters to which boards of trustees address themselves and analyzes the degree and detail of attention devoted to various types of decisions in a broad array of subject classifications. The research concentrated on the boards of four-year institutions of public (state) higher education. It employed a nonreactive data-gathering technique, the key operational step of which was the coding of more than 7,000 individual trustee board actions from content analyses of the official board records of over 100 meetings by 20 trustee boards. Results encompassed characteristics of trustee boards and the institutions they govern; the volume and range of matters considered by boards; policy decisions, operating decisions, and delegated decisions; and board decision patterns. Appendices included descriptive characteristics of the sample trustee boards and the institutions or systems they govern and coding protocol for subject areas and general subclassifications of trustee

actions. A 21-item bibliography is included. (MJM)

ED 085 036 HE 004 936

Mayhew, Lewis B.

**Long Range Planning for Higher Education. Studies in the Future of Higher Education.**

Academy for Educational Development, Inc., New York, N.Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—R-3

Pub Date May 69

Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*College Planning, Coordination, Educational Needs, Educational Objectives, \*Educational Planning, Essays, \*Higher Education, \*Master Plans, Regional Planning, Research Projects, \*Statewide Planning

This report examines current trends in long range planning for colleges and universities and projects the broad outlines of American higher education of 1980. Chapters cover evaluation of coordination and long range planning; the structure of state-wide planning and coordination; master plans for higher education; voluntary coordination and long range planning; institutional long range planning; assessment of planning and coordination; and the future of American higher education. The appendix includes statistical data and information related to state-wide coordination, planning, and individual state status. (MJM)

ED 085 037 HE 004 937

Lucas, Aaron

**Process Model for the Development of a Cooperative Education Program.**

State Univ. System of Florida, Tallahassee.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 73

Grant—OEG-0-73-2760

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, \*Cooperative Education, \*Cooperative Programs, Educational Finance, \*Higher Education, \*Models, \*Program Descriptions, Program Planning

This document presents a process model for the development of a cooperative education program. Aspects of the first year of program operation are discussed including: preplanning/study stages, establishment of co-op committee, surveys, establishment of alternative approaches, visiting institutions representative of the school, specifications for alternative plan of operation, evaluation of instruction, and institutional evaluation of alternative programs. The second year is discussed in relation to implementation, budget, determination of staff qualifications, selection of staff, preparation of staff, development of program policies and procedures, student cultivation and recruitment, employer cultivation and recruitment, interview and selection of students, and location of assignments and final arrangements. Appendices include program forms, schedules, evaluation forms, records, questionnaires, and other related data. (MJM)

ED 085 038 HE 004 938

Bowen, Howard R.

**The Goals of Higher Education and Their Financial Implications.**

Committee for Economic Development, New York, N.Y.

Pub Date Feb 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Economics, \*Educational Finance, \*Educational Needs, \*Educational Objectives, Essays, \*Higher Education

This paper identifies the goals that are sought through higher education in all its aspects and explores the implications of these goals for the financing of higher education. Fifteen goals are considered including: economic growth and military power, supply of professional and other skilled persons, citizenship and civic leadership, solution of social problems responsiveness to social needs, efficiency, minimizing the scope of government, equity, tempering inequality in income distribution, access and opportunity, student freedom, academic freedom, knowledge and learning as values in their own right, geographic

dispersion of educational resources, and diversity and progressiveness. (Author)

ED 085 039 HE 004 939

Zauderer, Donald G.

**Urban Internships in Higher Education.**

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.

Report No.—HE-RR-9

Pub Date 73

Note—44p.

Available from—Publication Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Benefits, \*Educational Objectives, \*Higher Education, \*Institutional Role, \*Internship Programs, Role Perception, School Community Cooperation, School Community Relationship, \*Urban Education

This monograph is primarily for faculty members and administrators in colleges and universities, as well as intern directors in noneducational institutions to assist them in formulating judgments about the design and implementation of internship programs. The paper focuses on the objectives of internship programs, role allocation, and issues and problems associated with this form of experimental education. Goals and objectives of internship training are reviewed in relation to the student as primary beneficiary, the university interest in internship programs, and benefits to the host agency. Role allocation concerns, the system of university values and incentives, faculty role, student role, and the host agency. Additional issues discussed included who should participate, where should students intern, compensation practices, and evaluating intern performance. A 40-item bibliography is included. (MJM)

ED 085 040 HE 004 940

**Manpower and Education for Criminal Justice in Florida: Assessment and Projected Needs of the System. Final Report.**

State Univ. System of Florida, Tallahassee.

Pub Date Aug 73

Note—307p.; Final Report (73-24) of the Board of Regents Criminal Justice Education Project

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Correctional Education, \*Correctional Rehabilitation, \*Criminology, Educational Needs, \*Higher Education, Law Enforcement, \*Manpower Needs, Parole Officers, Police

Identifiers—\*Florida

This document provides an overview of manpower and needs for criminal justice education in Florida. Following introductory material, Part II presents the current status of criminal justice manpower in the state in terms of quantity, type and educational attainment. This section profiles the personnel of the three major systems—police services, adjudication, and habilitation. Part III presents the current educational response to manpower needs in the field of criminal justice. This section describes the Florida educational system followed by an overview of the criminal-justice-related educational programs in the State, both public and private, and characterizes profiles of each school sponsoring such a program. Part IV represents an effort to provide education and workload standards and goals for criminal justice personnel. The final major section provides implementation guidelines for educational institutions attempting to design and develop programs to meet manpower requirements in the field of criminal justice. This part concludes with recommendations for program areas and priorities in criminal justice education. (Author/MJM)

ED 085 041 HE 004 941

Dumke, Glenn S.

**Accountability in Action.**

Pub Date 7 Nov 73

Note—18p.; presented at the annual meeting of the American Association of State Colleges and Universities, San Diego, November 7, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, \*Chief Administrators, \*Educational Accountability, \*Educational Administration, \*Higher Education, \*Management, Speeches

Since education has become big business, the reactions of the academic community to social

change are of immense political and social effect. Therefore, before higher education can deal with the question of accountability, it has to define the role of the college or university in relation to society. One alternative is that the campus operate as an absolutely insulated entity, the other is for the institution of higher education to be completely responsive to the state. The proper answer to this dilemma lies somewhere between the two extremes, with the college or university assuming dual roles. To make administrators accountable they must be responsible. Education is too important to be monopolized by educators, and its mission should be determined by society. The only way to guarantee the mission of higher education is carried out is to make administrators fully accountable to society. Concern should be with administrative freedom of action if our administrators are to be responsible for effective management. (Author/PG)

ED 085 042 HE 004 942

**From the Regents of the University of Michigan. A Report 1972-73.**

Michigan Univ., Ann Arbor.

Pub Date 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, \*Educational Administration, \*Educational Finance, Expenditures, Faculty, \*Higher Education, \*Institutional Role, Program Descriptions, \*Student Characteristics, Universities

Identifiers—\*University of Michigan

This document reports on both the achievements and problems of the University of Michigan for the year 1972-73. One problem the university faced was fewer dollars from state appropriations, student fees, and federal funds. The financial reviews, with tables and diagrams, show the expenditures by source and object for the years 1964-73. The next problem concerns whether the student will be priced out of the market for higher education and how the university helps many students stay in school through financial aid. The next section concerns where the university students came from in 1972-73. Faculty salary increases and professorial life are detailed in the next two sections. The new student programs described include: Program Interflex (an accelerated program leading to the M.D. degree), Merge (a televised approach to instruction), credit by exam, and a post-in-residence. Construction, continuing education, branch campuses, and services comprise the last section, which is followed by a list of the regents, executive officers, and deans of the schools and colleges. (Author/PG)

ED 085 043 HE 004 943

Brehman, George E., Jr.

**A Study of Physician Manpower Demand and Supply in Pennsylvania: Methodology and Findings.**

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 73

Note—300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Demand, \*Educational Supply, Health Education, Health Needs, \*Higher Education, \*Manpower Needs, \*Medical Education, Models, \*Physicians, Professional Education

Identifiers—\*Pennsylvania

This study has 3 primary goals: (1) The development of a manpower supply-demand model for medicine in Pennsylvania; (2) Utilization of the model to make projections of physician needs for Pennsylvania from 1971-1980; and (3) A general analysis of the data particularly with regard to the current dilemma in medical care for which Pennsylvania and other states are seeking solutions. The findings include the following: (1) Pennsylvania compares well with other states in regard to physician-population ratios and other general indices. (2) Despite this, Pennsylvania is far from meeting optimum care physician ratios. (3) Basic care specialists such as those in family medicine, general practice, and internal medicine are and will be in short supply unless a radical change in the rate of physician entry into these professions occurs. (4) Some sections of the state are seriously lacking in basic care physicians while others are close to the optimum figure. (5) The need for more physicians in Pennsylvania can be met by: (a) producing more

physicians; (b) facilitating the use of paramedical personnel; (c) changing delivery systems to increase physician productivity; and (d) encouraging better geographic distribution to meet rural and urban area needs. (Author/PG)

**ED 085 044** HE 004 945

Barak, Robert J.

**Graduate Study Programs in the Field of Higher Education: A Brief Guide for Prospective Students.**

Pub Date 73

Note—7p.; Conference for annual American Association for Higher Education (28th, Washington, D.C.)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Admission (School), College Majors, \*Degree Requirements, \*Degrees (Titles), Educational Programs, \*Graduate Study, Guides, \*Higher Education, Program Guides, Surveys

This brief guide is based on a recent survey of the field of higher education and is intended to provide a brief overview of graduate programs in the field for prospective students. This document includes sections on: degrees offered, programs offered, admissions requirements (grade-point average, tests, interviews, transcripts, letters of recommendation, application deadline), program requirements, credits required for graduation, and placement. The appendix contains a list of institutions offering higher education graduate programs. (Author/PG)

## JC

**ED 085 045** JC 730 282

**Two-Year Colleges—the Current Phenomenon in Higher Education. A Special Supplement to the Handbook of Aid to Higher Education.**

Council for Financial Aid to Education, New York, N.Y.

Pub Date Apr 73

Note—37p.

Available from—Council for Financial Aid to Education, 6 East 45th Street, New York, New York 10017 (\$5.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Community Colleges, Educational Needs, Enrollment Rate, Federal Aid, \*Financial Support, Governance, Grants, \*Guides, \*Junior Colleges, Post Secondary Education, Private Colleges, Private Financial Support, School Industry Relationship, State Colleges

A report on two-year colleges is organized as follows: (1) introduction to the two-year colleges—why a report on two-year colleges, profile of two-year colleges (growth, enrollment, number and diversity), private two-year colleges, public two-year colleges, two-year college-business alliance, support and governance, role of two-year colleges, and non-traditional two-year colleges; (2) grants and funded projects in two-year colleges—funded projects of the American Association of Community and Junior Colleges, corporate contributions to two-year colleges, foundation grants to two-year colleges, and government funding of two-year colleges; and (3) areas of need and opportunity in two-year colleges (such as financial aid, curricular reform, bilingual/bicultural/minority/ethnic women's studies, specialized training, occupational education, improved guidance, remedial programs, and more responsive and individualized programs). A bibliography concludes the report. (KM)

**ED 085 046** JC 730 283

**Planning, Programming, and Budgeting System Procedures Manual.**

Florida State Dept. of Education, Tallahassee, Div. of Community Junior Colleges.

Pub Date May 73

Note—141p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Community Colleges, Educational Objectives, \*Educational Planning, Manuals, \*Program Budgeting, Program Evaluation, \*Program Planning, Statewide Planning, \*Systems Development

Identifiers—Florida, \*Planning Programming Budgeting Systems, PPBS

PPBS is a system which integrates the functions of planning, programming, budgeting and evaluation.

The PPB System is designed so that there is a logical sequence to these functions and their interrelationships are explicitly defined. The most outstanding feature of PPBS is the necessity of focusing very sharply on what should be accomplished by an organization. This manual includes the uniform program structure, descriptive information, procedures, and definitions which each community college in Florida will use to develop its program planning and budgeting systems. It also specifies the information which must be reported so that a comprehensive plan for the system of community colleges can be developed. The manual is intended to be used as a broad framework for the development of a college PPBS. Following an introduction defining the need for a new system, purpose of the manual, and the goals and major components of the PPBS, these topics are discussed: (1) the community college program structure—rationale, use, organization, coding, and two perspectives needed to plan the instruction program; (2) program descriptors—definition and use, categories used for planning and reporting, and program descriptors used for planning and reporting; (3) the program plan and budget—purpose, the planning cycle schedule, the program budget, and the program plans; and (4) a glossary of PPBS terminology. (Author/KM)

**ED 085 047** JC 730 284

**District Plan for Vocational Education, 1973-1978.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Oct 73

Note—78p.; Report prepared as a basis for District Application for Funding

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Career Planning, \*Community Colleges, \*Educational Objectives, Post Secondary Education, Program Descriptions, \*Program Development, Tables (Data), \*Vocational Education

Identifiers—\*Los Angeles Community College District

The plan to be used by the Los Angeles Community College District during the 1973-1974 school year, as well as the next five years, as a basis for the planning and implementation of new career training programs and services and for the review of existing programs is provided. The four parts of this report on the plan are as follows: Part I. District Vocational Education Policies, Goals, and Objectives; Part II. Annual Program Plan, 1973-1974 (Population Needs, Job Market, Job Performance Requirements, Program Planning, Vocational Education Promotion, Student Recruitment, Curriculum Resources and Ancillary Services, Guidance and Counseling, Placement, Vocational Instruction, Program Review, and Evaluation); Part III. Long-Range Program Plan, 1974-1978 (same functions as in Part II); and Part IV. Descriptive Tables (Anticipated Number of Programs and Students in Vocational Education, 1973-1974; Number of Teachers; Vocational Education Enrollment; Vocational Education Enrollment Summary; Descriptive Information Pertaining to Disadvantaged and Handicapped Students; and Form VE-1.1). (Not available in hard copy due to marginal legibility of original document.) (DB)

**ED 085 048** JC 730 285

**Instructional Development Grant Program.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Sep 73

Note—13p.

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—College Teachers, \*Community Colleges, Guides, \*Incentive Grants, Inservice Teacher Education, \*Instructional Innovation, \*Instructional Programs, Post Secondary Education, Teacher Developed Materials, \*Teacher Improvement

Identifiers—\*Los Angeles Community College District

The Instructional Development Grant Program of the Los Angeles Community College District encourages developmental work by faculty members towards innovative approaches that are designed to have a positive impact on the learning process. The goals of the program are to: (1) provide incentives for faculty contributions

beyond the normal assignment for the design and implementation of instructional experimentation and innovation; (2) extend faculty capability to meet student needs and interests; (3) enhance the teaching-learning situation in the classroom; and (4) encourage development and utilization of new learning systems and media. This report provides information relative to the grant program, including: eligibility requirements; duration of projects; criteria for evaluation; preliminary prospectus; complete proposal; budget; procedures; deadline for application; announcement of awards; reports and accounting; regulations regarding publications; change of plans; and property rights and publications, teaching aids, materials and equipment written or developed by faculty and staff members. In addition, an appendix provides instructions for writing a preliminary prospectus for the grant program. (Not available in hard copy due to marginal legibility of original document.) (DB)

**ED 085 049** JC 730 286

**California Community Colleges Fees Survey.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No—RR-73-05

Pub Date Nov 73

Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Colleges, \*Fees, Post Secondary Education, \*Questionnaires, \*State Surveys, Statistical Data, \*Student Costs

Identifiers—Los Angeles Community College District

The contents of this report present an initial attempt to assess the statewide direction toward implementation of selected fees. A questionnaire was developed by a Los Angeles Community College District ad hoc committee examining fee status and sent to all California community colleges. Eighty-eight (89%) of the colleges responded to the survey questionnaire. The findings indicate a tendency toward implementation of only certain types of fees. During the 1973-74 school year, student body membership fees will be required by 81 (92%) of the responding campuses. Health fees which are levied for health services, will be collected by 47 (53%) of the campuses. Adult fees will be required by 42 (48%) of the campuses. Parking fees will be imposed by 29 (33%) of the campuses, and community services' fees (for community events and classes) by 26 (30%). Physical education class fees will be required by 5 (6%) of the campuses. Fees ranged from an average-per-semester charge of \$1.75 for physical education classes conducted in non-district facilities, to \$8.00 for student body membership. (Author)

**ED 085 050** JC 730 287

**1972-73 Enrollment and Attendance, with a History of Enrollment and ADA from 1963.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No—RR-73-04

Pub Date Oct 73

Note—113p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Average Daily Attendance, \*Community Colleges, \*Enrollment Rate, Post Secondary Education, Statistical Data, \*Student Characteristics, \*Student Enrollment, Tables (Data)

Identifiers—\*Los Angeles Community Colleges

The 1972-73 Enrollment and Attendance Report provides a history of enrollment and average daily attendance (ADA) for the District and each college for the last ten years. In some instances, the data presented are not complete for the full ten years due to the lack of historical records. In others, a deliberate attempt was made only to summarize 1972-73 data. Also included in this report are various characteristics of our students such as sex, age, number of hours carried, status (new or continuing, freshmen or sophomores), and ethnic background. While changes in totals have not been significant, several changes in the characteristics of our students have occurred this last year: (1) students are taking fewer hours of class; (2) despite increased numbers of veterans, fewer males are attending, yet the number of females has increased; (3) there are fewer students under 21, but a greater number of students over 21; (4) we have fewer new students and fewer sophomores; (5) we have fewer resident other-than adult students (OTA), the type the



State-apportionment formula heavily supports, and more defined adults (DA), the type the State-apportionment formula supports, less adequately. (Author/DB)

**ED 085 051** JC 740 002

Lombardi, John

The Department/Division Structure in the Community College.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TP-38

Pub Date Dec 73

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Organization, Collective Bargaining, College Faculty, \*Community Colleges, \*Departments, \*Governance, \*Organizational Change, Policy Formation, Post Secondary Education, Teacher Administrator Relationship

At their inception, community colleges adopted the traditional department/division structure. But there is a trend in community colleges toward combining related disciplines into a single department. Despite any administrative effort to subordinate or abolish the traditional department, the faculty within each discipline considers itself a close-knit community. This community exerts great influence on educational quality and indoctrinates new instructors much more successfully than does the college. The community college department is moving toward the four-year institution department in which instructors exercise a great deal of self-governance. Tenure and seniority are important in departmental governance. Part-time instructors have little voice in departmental governance and paraprofessionals have none, but a trend is beginning toward including paraprofessionals as members of the bargaining unit, partly because of the potential danger of paraprofessionals being used to staff classes during a strike. Student activism is still a minor movement in community colleges, but changes involving more relevant courses and students' rights have been made as a result of the activism of the 60's. To counteract the insularity of subject-matter groupings, colleges are experimenting with plans for mixing departmental units in the same building and classrooms. To counteract the trend toward self-governance, administrators are experimenting with new structures to replace the department and chairman, most commonly the division headed by an administrator. (KM)

**ED 085 052** JC 740 003

Flannery, John And Others

Final Report from the Ad Hoc Committee to Study Attrition at Miami-Dade Community College, North Campus.

Miami-Dade Junior Coll., Fla.

Pub Date May 73

Note—23p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Advisory Committees, Community Colleges, \*Conference Reports, \*Dropout Prevention, Dropout Research, Institutional Research, Post Secondary Education, \*Withdrawal

The committee is convinced that attrition is so interwoven with the entire college philosophy and operation that attempts to minimize it must be viewed as a total campus effort. The following definition of attrition was used for computing attrition at the class level: (1) all F's, (2) all withdrawals from class for students enrolled for 7 hours or more who do not simultaneously withdraw from college, and (3) all total withdrawals from college for students enrolled for 6 hours or less. Complete withdrawal of students enrolled for more than 6 hours is not included on the presumption that the causes are not directly linked to specific classes, which is the focus of this model. Research has shown the effectiveness of personalized education in minimizing attrition. The more contact students can have with individual faculty members, department chairmen and administrators, the more likely they are to be satisfied with their education and to remain in college. The committee strongly urges the campus to conduct a searching review of all policies and procedures to determine which, if any, should be revised to provide personalized education. The committee also suggests consideration be given to the formation of appropriate task

forces to design strategies for implementation of those recommendations requiring more detailed planning. As many of these recommendations as possible should be implemented in the 1973-74 academic year. (Author/KM)

**ED 085 053** JC 740 004

Tallon, R. Bruce

An Evaluation of the Counseling Services at a Canadian Community College.

Pub Date [73]

Note—99p; M.A. Thesis, Niagara University

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Colleges, \*Counseling Effectiveness, \*Counseling Services, Counselor Performance, Counselor Role, Educational Counseling, Guidance Counseling, \*Institutional Research, Masters Theses, \*Program Evaluation, \*Student Opinion

A study was conducted to evaluate the student counseling and development services at Niagara College for the year 1970-71. A client group was compared with two groups of non-clients by means of questionnaire administered on registration day. A total of 1,269 day students, 80 percent of the student population, participated. Group one consisted of 575 freshmen who had no previous exposure to counseling at Niagara. Group two was made up of 400 freshmen and second- and third-year students who sought and received counseling at Niagara. Group three consisted of 294 second and third-year students who had neither sought nor received counseling at Niagara but who had been exposed to counseling in the past. A 23-item multiple choice questionnaire was constructed to obtain information concerning respondent characteristics, use of counseling services, satisfaction with counseling, perception of effective counseling, and preference for certain counseling styles. Counselored respondents were found to be very satisfied with their counseling at Niagara. Although most would use counseling services primarily for educational concerns, the same majority would consult an instructor before going to a counselor with academic problems. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceive counselors as a source of assistance with career planning and prefer to seek counseling rather than be called to see a counselor. Recommendations for further research are made. (Author/KM)

**ED 085 054** JC 740 005

Statewide Master Plan for Community Colleges in Maryland, 1973-1983.

Maryland State Board for Community Colleges, Annapolis.

Pub Date Oct 73

Note—170p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—College Faculty, College Programs, \*Community Colleges, Educational Finance, Educational Practice, Enrollment Projections, Enrollment Trends, Governance, \*Guidelines, Junior College Students, \*Master Plans, Open Enrollment, Physical Facilities, Program Costs, \*Statewide Planning

Identifiers—\*Maryland  
The 1973-83 master plan for Maryland's community college system is presented under the following topics: (1) retrospect and prospect (community colleges in the nation and the State, the Open Door, and reasons for and objectives of the master plan), (2) students—a new breed (including enrollment, staffing, and institutional evaluation), (3) programs, (4) faculty and instructional practices, (5) physical facilities, (6) financing current operations, (7) guidelines for governance, (8) institutional profiles, and (9) recommendations—avenues for advancement. A listing of the members of the nine task force committees precedes the master plan. Relevant State policies and codes are appended, as are maps showing the location of present and planned community college campuses. Figures for enrollment and finances are presented in tables and graphs. (KM)

**ED 085 055** JC 740 006

The Exploratory Year: A Description and an Evaluation.

Greenfield Community Coll., Mass.

Spons Agency—New England Resource Center for Occupational Education, Newton, Mass.

Pub Date 73

Note—96p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Education, Career Planning, Community Colleges, Community Cooperation, \*Core Courses, Decision Making, \*Independent Study, Junior College Students, \*Occupational Choice, Occupational Guidance, \*Program Evaluation, Short Courses, Sociology, Work Attitudes, \*Work Experience Programs

Identifiers—\*Sociology of Work  
A model program of occupational exploration was conducted for students enrolled in a two-year college and unsure of their vocational goals. The heart of the academic program was a six-credit sociology of work course involving the psychosocio-economic aspects of work. Supplementing this course were three other courses. Three components supplementing the classroom activity of the sociology of work course were eight mini-courses, independent study, and an extensive, full-time, volunteer work placements. Thirty interested first-semester freshmen were chosen from admissions interviews to be participants. Of the 26 who completed the program, 24 were helped substantially in focusing their occupational plans. Twenty-nine percent of the staff and faculty had meaningful contact with the program. A program similar to the Exploratory Year has been incorporated into the ongoing college curriculum offerings. An ongoing, cooperative, career education high school program began as a direct outgrowth of the Exploratory Year. Community cooperation was such that only one denial was received to 46 requests made by the program to utilize community resources. (KM)

**ED 085 056** JC 740 007

Data Processing Technology, A Suggested 2-Year Post High School Curriculum.

Central Texas Coll., Killeen

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—105p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01240)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Computer Science Education, Course Content, \*Curriculum Guides, Curriculum Planning, \*Data Processing Occupations, \*Electronic Data Processing, Electronic Technicians, Laboratory Equipment, Post Secondary Education, \*Technical Education, Technical Occupations

This guide identifies technicians, states specific job requirements, and describes special problems in defining, initiating, and operating post-high school programs in data processing technology. The following are discussed: (1) the program (employment opportunities, the technician, work performed by data processing personnel, the faculty, student selection and services, textbooks, references and visual aids, laboratory equipment and facilities, the library, scientific and technical societies, and advisory committees and services); (2) the curriculum (outline, brief description of courses, curriculum content and relationships, suggested continuing study, and cooperative vocational education programs); (3) course outlines (technical-computer science, operations and programming; systems development and analysis, and data base management—math—including business statistics—supporting courses—business and accounting—and general courses—communication skills and society and working relationships); (4) lab equipment and facilities (transporting student to computer facilities, terminals only, on-campus computer facilities, equipment costs, supplies, and non-instructional support); and (5) library support (staff, budget, and content). A bibliography is appended, as are lists of film distributors and professional societies and associations in data processing and a summary of the curriculum pilot study. (KM)

**ED 085 057** JC 740 008

Los Angeles Community College District: A Plan for Development of an Educational Telephone Network (ETN) to Extend Access to Educational Programs.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Oct 73

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Colleges, Educational Opportunities, Instructional Technology, Media

Technology, Models, On the Job Training, Program Evaluation, Program Planning, \*Systems Development, \*Telephone Communication Systems, \*Telephone Instruction

Identifiers—\*Educational Telephone Network

The model of the outreach development process presented here is designed to increase access to education for district members not presently enrolled in one of the district colleges. The plan involves: identifying educational needs, determining if these needs can be met by the community colleges, determining which college should be responsible, scheduling and planning courses, developing educational strategies, selecting faculty, producing media, selecting a delivery response system, implementing a marketing plan, enrolling students, and evaluating results. The Educational Telephone Network (ETN) is a delivery-response system for extending access to educational programs. An ETN may involve regular telephone service for a two-point network, a private line for three or more points, a tele-console for three or more points, or a portable telephone conference device. Procedures for district coordination of ETN development and an evaluation of an ETN course offered in the Los Angeles Community College District are provided. (KM)

ED 085 058

JC 740 009

The Doctor of Arts in English.

Michigan Univ., Ann Arbor.

Pub Date [74]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, College Curriculum, \*College Teachers, \*Community Colleges, Core Courses, \*Curriculum Design, \*Doctoral Programs, English Curriculum, Graduate Study, Program Descriptions, \*Teacher Education

Identifiers—\*Doctor of Arts Degree

The context and design of a graduate program of the Department of English at the University of Michigan that leads to the Doctor of Arts degree and prepares English teachers for community colleges, principally open-door urban colleges, are described. The description covers the following points: Qualifications for Admission; Program of Studies; The Core Courses; Elective Courses; Internship; Doctoral Project; and Processes of Review. Five appendices provide additional information concerning procedures for application, representative cognate courses, sample programs, program staff, and plans for future development. (DB)

ED 085 059

JC 740 010

Trappnell, Jean

The Trappnell Report: Community College Concerns.

Los Angeles Community Colleges, Calif.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Candidates, Board of Education Policy, \*Community Colleges, \*Conference Reports, \*Editorials, \*Governing Boards

Identifiers—\*Los Angeles

Reports on several 1972 and 1973 meetings of the Los Angeles Community College District Board meetings are presented along with editorial. Specific meetings reported are: December, 1972; January 3, 17, and 31, 1973; and February, March, April, May, June, July and August 1, 1973, meetings. (KM)

ED 085 060

JC 740 011

Management by Objectives. Measurable and Currently Unmeasurable Institutional Objectives, 1973-1974.

Mount San Jacinto Coll., Gilman Hot Springs, Calif.

Pub Date Oct 73

Note—105p.

Available from—Multi Media Office, Mt. San Jacinto College, 21400 Highway 79, San Jacinto, CA 92383 (\$7.50)

Document Not Available from EDRS.

Descriptors—Achievement Rating, \*College Administration, Community Colleges, \*Course Objectives, \*Educational Accountability, Educational Objectives, \*Management Systems, \*Performance Criteria, Post Secondary Education, Program Evaluation, Questionnaires, Technical Reports

Identifiers—\*Institutional Objectives

Measurable and currently unmeasurable institutional objectives that are part of a Management by Objectives system of Mt. San Jacinto College are provided in this report for the 1973-1974 year. These objectives are provided for the following: General Education; Physical Education; Physically Handicapped Occupational Education Program; Occupational Education; Occupational Internship Program; Library Services; Community Services; Student Personnel Services; Maintenance and Operations Services; and Increasing the Effectiveness of Instruction. Instructional output reported by course and classes is tabulated as to units enrolled, units achieved, percent student persistence, grade point average, and cost per unit. In addition, the superintendent's recommendation to the trustees, and the general instructional output for the institution as a whole are provided. Support programs for which no objectives have been written are listed. Appendixes contain the Student Questionnaire, Audit Specifications, Education Audit Report for 1972-1973, District Philosophy and Objectives, Program and Course Measurable and Currently Unmeasurable Objectives, Sample Class Procedures and Reports, Administrative Organization and Avenue of Responsibility, Recommendations on Reports and Procedures, and Samples of Measurable Objectives for Courses Including Grading Criteria. (DB)

ED 085 061

JC 740 012

Mitchell, Marlene

Evaluation of the 1973 Summer Institute of the

Ed.D. Program for Community College Faculty.

Nova Univ., Fort Lauderdale, Fla.

Pub Date [73]

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*College Faculty, \*Community Colleges, \*Doctoral Programs, Evaluation Techniques, Higher Education, Participant Characteristics, \*Participant Satisfaction, Post Secondary Education, Professional Continuing Education, \*Program Evaluation, Questionnaires, Statistical Data, Summer Institutes, Surveys, Tables (Data)

Identifiers—Needs Assessment Questionnaire, Summer Institute Survey

The results of a survey conducted to ascertain the participants' evaluation of the first Summer Institute of the Ed.D. Program for Community College Faculty are provided. A total of 241 institute participants, 74% of the 325 registrants, completed the "Summer Institute Survey." The analysis of the survey data is provided in 79 tables, and is discussed. Copies of the Needs Assessment Questionnaire and Summer Institute Survey form are provided, as is a sample participant letter. Survey findings are summarized, and conclusions are given. (DB)

ED 085 062

JC 740 013

Roney, M. W.

Development and Evaluation of Educational Programs in Electromechanical Technology. Final Report.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0219

Pub Date 30 Nov 73

Grant—OEG-7-8000219-0057(058)

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), Community Colleges, \*Curriculum Development, Curriculum Evaluation, \*Electromechanical Technology, Information Dissemination, Instructional Materials, \*Instructional Systems, Junior Colleges, \*Material Development, Post Secondary Education, \*Program Planning, Student Characteristics, Student Testing, Technical Reports

The encompassing objective of this project was to assist two-year colleges in establishing electromechanical technician (EMT) training programs by developing the necessary planning and instructional materials and by providing direct program planning assistance. The research effort of the project was to develop and test an integrated system of instruction built around discrete technical concepts that are basic to more than one technology and have multiple applications. The system requires that each concept be presented in a logical sequence with concurrent applications in Electricity, Mechanics, Physics,

Mathematics, and Technical Communications. Student achievement was measured and recorded at all stages of the program. Instructional materials were student tested, revised, and retested. Case studies were made to identify the administrative problems encountered in introducing the system in new as well as in existing two-year schools. The project was completed in August 1973. At that time, EMT project materials were being used in 30 states, and planning assistance had been provided to 375 schools. At least 70 of these schools established new electromechanical technology programs using the EMT materials. Post-project dissemination of the planning and instructional materials developed is being effected. (Author/DB)

ED 085 063

JC 740 014

Affirmative Action Program Manual.

Ventura County Community Coll. District, Calif.

Pub Date 20 Jul 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Civil Rights, \*Community Colleges, \*Equal Opportunities (Jobs), Federal Legislation, \*Manuals, \*Personnel Policy, Post Secondary Education, State Legislation

Identifiers—\*Affirmative Action Program

Guidelines relating to the affirmative action program of the Ventura County Community College District are provided in this manual. Affirmative action is defined as, "A set of specific and result-oriented procedures to which a contractor commits himself/herself to apply every good faith effort. The objective of those procedures, plus such efforts, is equal employment opportunity."

The chapters of the manual are: I. Introduction II. Definition of Terms; III. Policy Statements, Objectives, Timetables; IV. Duties and Responsibilities of the Affirmative Action Officer; V. Procedural Implementation Relating to Personnel Practices—(A). Classified, (B). Certificated, and (C). Student; and VI. Contract Compliance Guidelines for Contractors—(A). Federal Funds, (B). State Funds, and (C). District Funds. Appendices provide: Channels of Recruitment; Statement Required of District Contractors Under Section 1735 of the California Labor Code; Advisory Committee Charges. (Four appendices—Exhibits; Contractor Evaluation Checklist; Title VI and Title VII Fair Employment Practices Act; and Supreme Court Decision—were deleted due to marginal reproducibility.) (DB)

ED 085 064

JC 740 015

Alfred, Richard L., Ed.

Student Attrition: Strategies for Action.

Metropolitan Junior Coll. District, Kansas City, Mo.

Pub Date Oct 73

Note—134p.; Proceedings of a conference sponsored by GT-70

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Community Colleges, Conference Reports, \*Dropout Prevention, \*Dropout Problems, \*Junior Colleges, Post Secondary Education, \*School Responsibility

Identifiers—\*Student Attrition

Four main objectives of the conference reported in these proceedings were: (1) to provide a basic orientation for two-year college faculty and administrative personnel as to what student attrition is and the types of impact that it has upon the institutional setting; (2) to interpret the vocabulary pertinent to student attrition, identifying new terms as well as those terms which are traditional but appear under a new title; (3) to examine the impact of student attrition upon various organizational components of the community-junior college; and (4) to realistically appraise the current status of student attrition in the community-junior college, and to develop an operational model for application of institutional techniques to the problem of attrition. The following papers are provided: I. Introduction to the Phenomenon of Student Attrition in the Community-Junior College, by Richard L. Alfred; II. Student Attrition: The Institutional Climate, by Alice J. Thurston; III. Student Attrition: A Methodological Perspective, by Richard L. Alfred; IV. Student Attrition: A Student Viewpoint, by Stephen R. Brainard, Edison O. Jackson, and Bessie Thomas; V. Student Attrition: The Student Personnel Climate, by Alice J. Thurston and Stephen R. Brainard; VI. Student Attrition: The Academic Climate, by Frank Christensen; and VII. Future

Research Activity Focused on the Phenomenon of Student Attrition, by Richard L. Alfred. An appendix and bibliography are included. (DB)

ED 085 065 JC 740 016

Boyer, Elizabeth

Women—Are the Technical-Occupational Programs Attracting Them?

Pub Date 17 Dec 73

Note—14p.; Report of sabbatical research to Cuyahoga Community College; Oversized documents, actual page count is 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Curriculum, Community Colleges, \*Enrollment Rate, Junior Colleges, Post Secondary Education, Questionnaires, Recruitment, School Surveys, Statistical Data, \*Technical Education, Technical Reports, \*Vocational Education, \*Womens Education

A questionnaire was sent to presidents of 830 publicly supported two-year colleges that had technical-occupational programs to ascertain if there had been an increase in women students enrolled in 14 programs from the academic year 1971-1972 to the academic year 1972-1973. A total of 40.1% of the schools responded, with 154 schools providing statistical data and 182 selecting a yes-no option. More schools experienced increased enrollments of women in accounting, Management, Computer Technology, Marketing, and Retailing programs and less in Drafting, Electrical-Electronic Technology, Chemical Technology, Engineering, Industrial Supervision, Mechanical Supervision, Mechanical Technology, Transportation, Wholesaling, and Purchasing. Eleven programs showed percentage-wise increases, and three programs showed decreases: Electrical/Electronic Technology, Mechanical Technology, and Transportation. Of five techniques listed as means of attracting women students—increasing number of women faculty, use of pictures of women in publicity, seminars for high school counselors, elimination of male pronouns in publicity, and use of women recruiters for programs—pictures of women were the predominantly used technique. Schools that utilized a majority of the techniques had the predominance of increases. It is concluded from the survey results that: enrollment of women is slight in many of these programs, and is increasing only very gradually. (DB)

ED 085 066 JC 740 017

Experience of Selected Community Colleges in Establishing a New Campus. Report No. 10.

Prince George's Community Coll., Largo, Md.

Office of Institutional Research.

Pub Date 30 Aug 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Campus Planning, \*Community Colleges, Commuting Students, \*Enrollment Influences, \*Enrollment Trends, Institutional Research, \*Multicampus Districts, Planning (Facilities), Post Secondary Education, School Location, Site Analysis

Informal inquiries were directed to nine community colleges that have had to plan a new campus in order to determine the variables affecting the impact of the new campus on the existing one. Information obtained is to be applied to the analysis of the impact of the proposed Clinton campus of Prince George's Community College (Maryland) on the existing campus at Largo. Of particular interest is the way enrollments at Clinton can be expected to affect enrollment patterns at Largo. The influential variables emerging from the inquiries were: (1) proximity to a reference population, (2) accessibility of each campus, (3) the plan for scheduling programs and (more importantly) courses, and (4) the specialization intended to apply to each campus. Enrollment patterns at a multicampus school apparently are not entirely dependent on the vagaries of the student but depend in part on the educational program at the new campus. Certain institutions surveyed also indicated that an initial dip in enrollments at the existing campus possibly may occur. (KM)

ED 085 067 JC 740 018

Scheffler, John H.

A Middle Management Position in Post Secondary Education.

Pub Date 26 Oct 73

Note—49p.; Presented at the meeting of the Colorado Association of Deans, October 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Organization, \*Administrative Personnel, Administrator Qualifications, \*Administrator Responsibility, \*Administrator Role, Administrator Selection, Community Colleges, \*Department Directors (School), Departments, Educational Administration, Management, Post Secondary Education

Identifiers—\*Middle Management

The middle management position of departmental chairman is the point in the organizational structure of the educational institution where good supervision, management and administration must begin. A lack of understanding of the importance of the chairman's role has led to a neglect of the position in the administrative organization and a subsequent weakening of the management structure of the institution. There are four principal areas at the middle management level that, if carefully evaluated and organized, could reduce management problems considerably: (1) the administration of middle management personnel—the neglect of the upper echelon administration to recognize fully the importance of the chairman's position; (2) the selection of middle management personnel; (3) the role definition of a middle manager, the departmental chairman; and (4) the training of a middle manager, the departmental chairman. The most critical, most needed position within middle management of post-secondary education is that of departmental chairman or its equivalent. The duties and responsibilities of a department chairman are listed, grouped under the following topics: managerially oriented, faculty oriented, curriculum oriented, clerically oriented, student oriented, and maintenance or support personnel oriented. A description of division chairman responsibilities at Golden West College is appended, as is a 46-item bibliography. (KM)

ED 085 068 JC 740 019

Trueblood, Roy W.

The Comprehensive Community College—Promises to Keep.

Pub Date 3 May 73

Note—10p.; Paper presented at Southeastern Campus Ministers Conference (Atlanta, Georgia, May 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Career Education, \*Community Colleges, \*Comprehensive Programs, \*Educational Philosophy, Higher Education, \*Human Development, Open Enrollment, Post Secondary Education, Program Descriptions, Relevance (Education), Universal Education

Identifiers—\*Comprehensive Community College

The philosophy of the comprehensive community colleges, as well as their promises, has resulted in a revolution in higher education. The philosophy is that everyone should have access to higher education, at a price he can afford to pay, and that curricula should be geared to the real needs of persons. Most comprehensive community colleges offer programs designed to help persons enter the work world in two years or less. The emphasis is not on the degree but on the quality of preparation that will lead to successful employment and job satisfaction. Career education is the key concept. In addition to their campus programs, community colleges take educational programs into the community. This type of college education is extremely inexpensive. It still remains to be seen whether the promises of the comprehensive community colleges—universal education, a vital interest in the individual combined with individualized instruction, meeting the needs of the college faculty and staff, pursuing accountability in a humanistic manner, keeping career education from becoming simply job training, and providing leadership in the area of human development instruction—can be kept. (DB)

ED 085 069 JC 740 020

Survey of Needs for Educational Programs in Banking, Finance and Credit [and] Survey of Need for Educational Programs in Material Management.

William Rainey Harper Coll., Palatine, Ill.

Report No.—RR-V4-N18; RR-V4-N19

Pub Date Jun 73

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Curriculum, \*Course Descriptions, Credit Courses, \*Curriculum Planning, Data Collection, Financial Services, \*Industrial Training, \*Junior Colleges, Management Systems, Post Secondary Education,

Questionnaires, School Industry Relationship, Surveys

Identifiers—\*Chicago

The results of two surveys that were conducted to determine the feasibility of starting programs in (a) Banking, Finance and Credit, and (b) Material Management at William Rainey Harper College are provided. The surveys were made of (a) all banks and savings and loan institutions in the north and western suburbs and downtown Chicago, and (b) 531 companies that had one or more employees who were members of one of the professional societies in the general field of material management in the Chicago area. The results are summarized as to the following: I. Programs in Banking, Finance and Credit—institutional characteristics, number of employees who would be encouraged to enroll in programs, preferred time for classes, type of response to the proposed program, most significant courses proposed, and suggestions as to courses to be added; and II. Material Management—type of initial response to proposed program, courses believed to be most significant, courses with little value, convenient time period for employees to take courses, job area of employees who would be encouraged to enroll in the program, sections that would experience the most trouble in providing enrollees, levels at which employees would be, educational goals for those enrolled, tuition reimbursement program, and possible workshops or seminars that might be offered. Appendixes provide correspondence related to the surveys, copies of the survey instruments, proposed curricula, and course descriptions. (DB)

ED 085 070 JC 740 021

Lucas, John A. And Others

Survey of Need for Computer Operators, Dietetic Technicians, Cable TV Technicians and for a Crime Laboratory for Northwest Police Academy.

William Rainey Harper Coll., Palatine, Ill.

Report No.—RR-V4-N2; RR-V4-N9; RR-V4-N12; RR-V4-N16

Pub Date 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cable Television, Community Colleges, \*Community Surveys, Computer Science Education, Criminology, Curriculum Development, Dietetics, Feasibility Studies, Health Occupations Education, Institutional Research, \*Manpower Needs, \*Program Development, Program Planning, Regional Laboratories, Student Employment, Technical Education, \*Technical Occupations, \*Work Experience Programs

Surveys were conducted of community needs for three types of technicians—computer operators, diet technicians, cable TV technicians—and for a regional crime lab to serve the Chicago northwestern suburban police. The purpose of the surveys was to determine whether community needs would justify inclusion of training programs for such technicians at William Rainey Harper College. To determine the feasibility of developing a program for computer operators, 188 large firms with computer centers were surveyed. About 23 firms could provide part-time, salaried computer operator experience for 46 students; five other firms could offer experience but no salary. Next year the total market need should be 91, 18 replacements and 73 new operators. Complete survey results, comments on the proposed curriculum, and a list of companies offering work experience are provided. To assess the need for diet technicians, employment and training information was obtained from 20 hospitals. It is estimated that the need could justify 10-20 students per year, half of whom might be dietitian department employees seeking upgrading. To estimate the demand for graduates of a cable TV technician program and to estimate the number of present employees who enroll in it, 79 cable TV companies were surveyed. Results could allow an enrollment of 93 students during the first year, but an enrollment of 30-40 is recommended. Nineteen police departments responded to a survey of the need for a crime lab. Over half were interested in exploring the feasibility of submitting a grant for such a project and felt that the project could be operated on a cooperative regional basis. (KM)



## PS

ED 085 071

Hornby, Peter A.  
Intonation and Syntactic Structure in the Development of Presupposition.

Pub Date 30 Mar 73

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 30, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, \*Elementary School Students, \*Intonation, \*Junior High School Students, \*Language Development, \*Syntax

Identifiers—\*Presupposition

This study investigates the relative importance of intonational versus syntactic features in children's comprehension of language. The research employed a methodology in which a sentence was presented orally just prior to a tachistoscopic presentation of a picture in which various components were misrepresented. Subjects were 30 children at each of three grade levels (2, 5, and 9). Besides age differences, the variables under investigation were: (1) whether the misrepresentation involved the presupposed or the asserted proposition, and (2) whether the presupposition was indicated in surface structure by intonation or by syntactic structure. The finding that there was an interaction between age and manner of making presupposition is discussed in detail. It is clearly demonstrated that intonational features are important until relatively late in the developmental course of language acquisition and the shift to sensitivity to syntactic structure occurs during a period when language development is assumed to be complete. The effect of acquisition of reading skills is considered as a possible means of accounting for these findings. (DP)

ED 085 072

PS 006 688

Riegel, Klaus F.  
Dialectic Operations: The Final Period of Cognitive Development.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-3

Pub Date Jan 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adults, \*Age, \*Cognitive Development, \*Developmental Psychology, Individual Differences, Models, \*Scientific Attitudes, Theories

Identifiers—\*Dialectic Operations, Piaget

Arguments for an extension of Piaget's theory of cognitive development have been derived from philosophical and historical considerations of modern natural science. Implicit contradictions, which characterize these sciences as well as common thought, can be systematically apprehended only through a dialectic reinterpretation. The dialectic basis of Piaget's theory is expressed in his assimilation-accommodation paradigm, but development is interpreted as a continuing alienation from this basis, culminating in formal operations. Although Piaget's interpretations capture a rich variety of performance during childhood they fail to represent adequately the thought and emotions of mature and creative persons. For interpretations of adulthood and aging, a return to the dialectic basis is necessary. Such a reorganization can proceed from any of the four major levels of development. It introduces intra- and interindividual variations into Piaget's theory. Individuals may operate either simultaneously or in short succession at different cognitive levels. The ceaseless striving toward formal operations becomes inappropriate and ineffective for the level of dialectic maturity. (Author/DP)

ED 085 073

PS 006 689

Ward, William C. Naus, Mary J.

The Encoding of Pictorial Information in Children and Adults.

Educational Testing Service, Princeton, N.J.

Report No.—RB-73-13

Pub Date Feb 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Cognitive Development, \*College Students, Color, Imagery, \*Memory, \*Pictorial Stimuli, \*Preschool Children, Recognition, \*Retention, Task Performance

Identifiers—\*Encoding, Labeling

Age and instructional differences in the representation of pictorial information were investigated in a recognition memory task. A total of 56 nursery school and 40 college-age subjects observed pictures under name labeling, color labeling, imaging, and no label instructions. Subjects were then tested for retention of object identity and color information. In general, no label instructions led to poorer performance than any other condition; the three remaining groups, given an instruction requiring a discriminative response to each picture as it was shown, performed equally well. Significant age differences were found in memory for both object identity and color information; however, nursery school and college-age subjects showed similar relative performance when tested for these two kinds of information, and most subjects at each age level showed superior retention of object identity over color information. These results suggest some limitation on the generality of claims that young children are more oriented to color information than are adults and, more importantly, that children represent their experience iconically while adults tend to use a symbolic mode of representation. (Author/SET)

ED 085 074

PS 006 811

Gnadt, Jerry

Children and Society. A Wingspread Report.

White House Conference on Children, Washington, D.C.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; Russell Sage Foundation, New York, N.Y.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date May 71

Note—25p.; Wingspread conference on the report of forum 15, 1970

Available from—The Johnson Foundation, Racine, Wis. 53401 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Business Responsibility, \*Conference Reports, Family Influence, Human Relations, Industry, \*Parent Child Relationship, \*Working Parents, \*Youth Problems

Identifiers—Wingspread Conference

This report summarizes the ideas presented at a parent-child relationship forum for Midwest business and industrial leaders, an offshoot of the 1970 White House Conference on Children. Included is an overview of some of the problems of youth in America, a look at some of the research relating to adults' interacting with children, and a discussion of the expanding influence of industry on family life. A list of twelve recommendations is given for businesses and industries to use in improving parent-child relationships. (SET)

ED 085 075

PS 006 833

Nowicki, Stephen Walker, Charlotte

The Role of Generalized and Specific Expectancies in Determining Academic Achievement.

Emory Univ., Atlanta, Ga.

Pub Date 73

Note—6p.

Available from—Stephen Nowicki, Jr., Department of Psychology, Emory University, Atlanta, Georgia 30322

Journal Cit—Journal of Genetic Psychology, 1973 (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Aspiration, \*Elementary School Students, \*Expectation, Grade 5, Grade 6, \*Locus of Control, \*Self Concept

Identifiers—Nowicki Strickland Personal Reaction Survey, Rotter Level of Aspiration Board

The purpose of the present study was to examine the relation of generalized and specific expectancies to actual academic performance. Thirty-five female and twenty-eight male fifth and sixth graders completed the Nowicki-Strickland locus of control scales and Rotter Level of Aspiration Board procedures. Results indicated that those who perceived themselves to be internally controlled (and who used immediate experience on the Rotter Board to form accurate expectancies of future performance), achieved more than their counterparts. These results were taken as supportive of conceptualizing achievement in expectancy terms. (Author/DP)

ED 085 076

PS 006 837

Social Change and the Mental Health of Children: Report of the Joint Commission on Mental Health of Children.

Joint Commission on Mental Health of Children, Washington, D.C.

Spons Agency—Foundation for Child Mental Welfare, Inc., New York, N.Y.

Pub Date 73

Note—225p.

Available from—Harper & Row, Publishers, Inc., 10 East 53rd St., New York, N.Y. 10022 (\$8.50)

Document Not Available from EDRS.

Descriptors—Adolescence, Drug Abuse, Early Childhood, \*Economic Disadvantage, \*Mental Health, Minority Groups, \*Poverty Research, \*Social Change, Social Class, Social Differences, Socially Deviant Behavior, Social Values, Suicide, Welfare, \*Youth Problems

Identifiers—Committee on Children of Minority Groups, \*Joint Commission on Mental Health of Children

This book discusses the findings and recommendations reported by Task Force VI of the Joint Commission on Mental Health of Children, Inc. concerning the broad mental health needs of American youth. The Commission offers a number of proposals designed to narrow the present gap between the poor and the affluent and to eliminate fragmentation and disconnection in service institutions and interpersonal relations. Included are some excerpts from the Report of the Committee on Children of Minority Groups. (SET)

ED 085 077

PS 006 841

Ornstein, Peter A. Liberty, Charles

Rehearsal Processes in Children's Memory.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Mar 73

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Age Differences, \*Elementary School Students, \*Junior High School Students, Learning Processes, \*Memory, Mental Development, \*Recall (Psychological), Thought Processes

Identifiers—Rehearsal Processes

This study investigates developmental trends in free recall, with emphasis on rehearsal processes. An overt rehearsal technique was used in which 28 children in grades 3, 6, and 8 were instructed to rehearse out loud while trying to memorize a list of unrelated nouns. Control groups at each age level received standard free recall instructions, with no mention of rehearsal. Findings were consistent with earlier studies: older children performed better than younger subjects. The major developmental differences occurred over the primacy and middle sections of the serial position curve. Analysis of the data indicates that younger children use more passive rehearsal strategies than older children. They tend to rehearse only the item currently presented, while eighth graders intermix large numbers of items. Discussion is based on this observation, and the implication is that the number of rehearsal contexts may be more important than the number of times an item is rehearsed in long-term memory storage. (DP)

ED 085 078

PS 006 843

Smith, Kendon

On the Possibility of a Reinforcement Theory of Cognitive Learning.

Pub Date Aug 73

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Association (Psychological), \*Behavior Development, Cognitive Development, \*Cognitive Processes, \*Learning Processes, Learning Theories, Perception, \*Reinforcement

This paper discusses cognitive learning in terms of reinforcement theory and presents arguments suggesting that a viable theory of cognition based on reinforcement principles is not out of the question. This position is supported by a discussion of the weaknesses of theories based entirely on contiguity and of considerations that are more positive in their support of a reinforcement view. A provisional framework for explaining how cognitive activity might guide overt behavior is

developed, to strengthen the reinforcement view of cognitive learning. (DP)

ED 085 079 PS 006 844

Kanfer, Frederick H.  
Behavior Modification in Education: A Few  
Opinions on Critical Issues.  
Pub Date Aug 73

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Change, \*Early Childhood Education, \*Educational Change, Educational Innovation, Educational Methods, \*Educational Objectives, Educational Policy, Reinforcement, \*Self Control

The issues discussed in this paper center around the recent applications of laboratory-derived behavioral principles and techniques to everyday situations and problems, particularly those concerned with educational practice. A brief review of the ways that behavior modification has been used in education to date is included. Basically, the discussion focuses on three critical issues. The first involves the extent to which behavioral principles can contribute to the selection and specification of educational objectives, and the design of programs to meet these objectives. The second issue involves the shifting of emphasis from the early behavioral focus on environmental control shaping the child to consideration of how the environment can be manipulated so that children learn to control their own behavior and effectively change their environments. The third area of concern is the importance of systematic study of various methods of educational change, so that effective strategies can be identified. (DP)

ED 085 080 PS 006 846

Luecke, Fritz J., Comp.  
Children's Books: Views and Values.  
Xerox Education Publications, Middletown, Conn.  
Pub Date Feb 73

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Booklists, \*Childrens Books, Death, Racial Integration, Sex Discrimination, \*Sociocultural Patterns, \*Stereotypes, \*Values, Violence

This book contains a collection of articles on children's books and is written for teachers. The problems, the trends, and the future of children's books are discussed in terms of sexism, realism, ethnicity, violence, racial integration, death, and moral values. (SET)

ED 085 081 PS 006 856

Lindberg, Dormalee Swick, Kevin  
Teaching Children About Cultural Differences:  
Process, Material, Activity, and Behavior.  
Pub Date Apr 73

Note—7p; Paper presented at the Annual Meeting of the Association for Childhood Education International (Wichita, Kansas, April 22-27, 1973); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Class Activities, Classroom Materials, \*Cultural Awareness, Cultural Differences, Cultural Pluralism, \*Curriculum Development, \*Early Childhood Education, \*Educational Objectives, Individual Differences

This paper contains the argument that the major focus of social learning must be on the development of people who value a variety of cultural and subcultural life styles. Four major concerns confront the classroom teacher or curriculum developer: (1) valuing cultural diversity in the classroom, (2) organizing curriculum processes to encourage the development of diverse talents, (3) creating materials and activities for actualizing those diverse cultural talents, and (4) initiating teacher-adult behavior patterns in the classroom that model the significance of accepting and appreciating cultural diversity for children. Several activities are described which foster appreciation of differences. (DP)

ED 085 082 PS 006 867

Jorde, Paula  
Living & Learning with Children: A Handbook of  
Activities for Children from Three to Six.  
Pub Date 73

Note—65p.

Available from—Paula Jorde, 217-B 10th St., S.E., Washington, D.C. 20003 (\$2.00, discount on quantity orders)

Document Not Available from EDRS.

Descriptors—Art Activities, \*Childrens Games, Cognitive Development, \*Concept Formation, \*Early Childhood, \*Learning Activities, Mathematics, \*Parent Participation, Reading Readiness, Science Activities, Sensory Experience

This handbook of activities in designed to help parents (or preschool teachers) present interesting learning games to children, ages 3-6 years. Activities are grouped into the following categories: (1) Sensory Awareness, (2) Getting Ready to Read and Write, (3) Learning Math Concepts, (4) Discovery through Science, (5) Creating through Art and Music, and (6) What's Cooking? Photographs and illustrations are included. (SET)

ED 085 083 PS 006 876

Berger, Susan Perlman, Evelyn  
A Model for Prevention: A Kindergarten Screening Program.  
Pub Date 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Programs, Family Background, \*Intervention, \*Kindergarten Children, Measurement, Mental Health, \*Prevention, Questionnaires, Readiness, \*Screening Tests

Identifiers—Kindergarten Questionnaire

A program based on the use of the Kindergarten Questionnaire (K-Q) is described, with emphasis on the questionnaire's potential as an assessment tool for prevention of learning and emotional problems. The goals of the questionnaire program are (1) to assess readiness in children, (2) to provide more complete information to teachers, (3) to inform the family of available services in a non-threatening way, (4) to help the system with its service to the child, and (5) to provide mental health service to the community, using the school as a vehicle. Procedures that have been used to implement the use of K-Q in early childhood education programs are described. Also included is data that has been collected concerning predictive validity of the instrument, based on a sample of 493 children. (DP)

ED 085 084 PS 006 878

Feldman, David H.  
The Fixed-Sequence Hypothesis: Individual Differences in the Development of School Related Spatial Reasoning.  
Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Report No.—RR-1  
Bureau No.—332189  
Pub Date Mar 70

Grant—OEG-09-332189-4533(032)

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, \*Cognitive Development, \*Concept Formation, Cultural Differences, \*Elementary School Students, \*Individual Differences, \*Junior High School Students

Identifiers—\*Cognitive Developmental Theory, Invariant Stages, Spatial Reasoning

In order to gather data bearing on the effects of individual differences of the "invariant stages" assumption of cognitive-developmental theory, 270 black, Chinese, and white subjects from 5th, 7th, and ninth grades were administered a new, 25-item, spatial reasoning task. It was predicted that age, ethnic group, and sex would significantly influence mean levels of achievement, but that analyses of patterns of item performance would reveal a similar sequence of concept and skill acquisition regardless of ethnic group means. These predictions were called the "fixed-sequence hypothesis". Age and ethnic group were significant influences on performance; sex was not. Scalogram analyses showed that each ethnic group's performance tended to form a scalable item set, but for a somewhat different ordering of the 25 items. Thus, the results were inconsistent with cognitive-developmental theory. It was concluded that individual differences are likely to affect development when sequences are highly task specific, but that the bulk of the evidence still supports a general sequence of stages in cognitive

development. Implications for developmental theory, intelligence testing, and curriculum planning are discussed. (Author/DP)

ED 085 085 PS 006 882

Braga, Joseph L. Braga, Laurie D.  
Child Development and Early Childhood Education.

Chicago Model Cities Program, Ill. Committee on Urban Opportunity.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 73

Note—121p.

Available from—Model Cities-Chicago Committee on Urban Opportunity, Office of the Mayor, 640 North LaSalle St., Chicago, IL 60610 (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Child Development, Cognitive Development, Emotional Development, \*Guides, \*Infants, Instructional Materials, Language Development, \*Learning Activities, Motor Development, \*Preschool Children

This book is a guide to understanding the development and needs of the child from 0 to 5. There are three sections: General principles of learning and development; infant development and ways of caring for infants; and the preschool child, which concerns the young child's development and proposes teaching and developmental activities. An appendix lists information on choosing appropriate toys and materials for young children at different age and skill levels and recommends books and other resources related to child development and early childhood education. The sections concerned with the infant and the preschool child are divided according to age. The chapters on the child from 2 to 5 are then divided into sections according to areas of development including motor, language, cognitive and socioemotional. (ST)

ED 085 086 PS 006 892

Corlis, Carol Weiss, Joel  
Curiosity and Openness: Empirical Testing of a Basic Assumption.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 73

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 through March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Environment, \*Curiosity, \*Elementary School Students, \*Learning Processes, Motivation, \*Open Education, School Architecture

Identifiers—Dimensions of Schooling Questionnaire, Non Verbal Curiosity Test

This study investigated relationships between open education and curiosity behavior of students enrolled in different types of school programs. The Non Verbal Curiosity Test (designed and validated for the study) was used to measure subjects' curiosity, since it considers quantitative and qualitative aspects of curiosity behavior. Subjects (N=237) were 11-year olds in six Ontario parochial schools. Openness of the school program was assessed with information collected from teachers in the Dimensions of Schooling Questionnaire (DISC). Analysis of results indicates that openness of program was not significantly related to children's curiosity behavior. A curvilinear distribution for curiosity and openness of program was obtained, similar to the distribution postulated by Berlyne for cognitive conflict and specific curiosity. This similarity is the basis for discussion. It is concluded that the tentative evidence obtained raises some questions as to whether open programs necessarily enhance curiosity behavior. It is suggested that a moderate level of program openness may be the optimum environment for fostering curiosity. (DP)

ED 085 087 PS 006 898

White, Burton L.  
Making Sense Out of Our Education Priorities.  
Harvard Univ., Cambridge, Mass. Lab. of Human Development.

Pub Date 73

Note—6p; Preprint of article to appear in "Compact Magazine," the Journal of Education Commission of the States, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Disadvantaged Youth, \*Early Childhood Education, Early Experience, \*Edu-

cational Change, \*Educational Needs, Family Influence, Federal Programs, Infants, Learning, \*Parent Participation

**Identifiers—Parent Child Center Project, Project Follow Through, Project Head Start**

This paper examines the need to recognize the importance of the role of the family as educator during a child's first three years in order to prevent educational underachievement. Projects Head Start and Follow Through, and the Parent Child Center Project are discussed. Four areas of a child's early development are described: (1) language, (2) social attachment, social style, and basic self-perceptions, (3) curiosity and intrinsic interest in learning, and (4) learning to learn skills. A pilot program whose major focus is to provide support and professional guidance to families with newborn infants is described. A plea is made to develop programs to assist parents in educating their children from birth. (SET)

**ED 085 088 PS 006 909**

*Pedersen, Frank A. And Others*

**Father Absence in Infancy.**

Pub Date Mar 73

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 through April 1, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—Cognitive Development, Emotional Development, \*Fatherless Family, \*Infancy, \*Infant Behavior, Negroes, \*Parent Child Relationship, \*Sex Differences, Social Development, Stimulation**

**Identifiers—Bayley Tests of Infant Development**

This document reports a study investigating the effects of father absence on measures of cognitive, social, and motivational development in infancy. The sample included 54 black infants, 27 of whom were classified "father-absent." This classification was based on two indices, (1) a dichotomy of father-absent or father-present based on mother's responses to questions, and (2) a rating scale describing amount of father-infant interaction. Sixteen measures of infant functioning were analyzed for the study. The analysis indicated that for female infants there were no relationships between father variables and infant behavioral variables. For males, the following dependent variables were significant: Bayley Mental Developmental Index scores, a cluster from the Bayley Scales measuring social responsiveness, another cluster measuring Secondary Circular Reaction, and exploratory behavior as assessed in situational tests. It is speculated that one of the father's functions in infancy may be to provide stimulation that augments the primary caregiver's by introducing a degree of novelty. No explanations for the sex differences could be formulated. It is concluded that the results are tentative, and much observational research is needed. (DP)

**ED 085 089 PS 006 910**

*Diener, Edward And Others*

**Deindividuating Effects of Group Presence and Arousal on Stealing by Halloween Trick-or-Treaters.**

Pub Date Aug 73

Note—2p.; Paper in the Proceedings of the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27 through 31, 1973), p. 219&220

Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036

**Document Not Available from EDRS.**

**Descriptors—\*Anti Social Behavior, \*Arousal Patterns, \*Early Childhood, \*Group Dynamics, \*Socialization, Stealing**

This study was designed to investigate the effects of group presence and arousal in deindividuation, a process that is theoretically related to performance of anti-social behavior. On Halloween night, 23 selected homes in Seattle, Washington, were prepared for experimental manipulation. All homes were set up so that observers could watch children take candy from a bowl without being seen by the trick-or-treaters. In one group of homes, physical arousal was induced in the children through a game of "Simon Says." Another group induced arousal with taped ghostlike noises, and control homes used only group versus alone manipulations. Subjects were 841 trick or treaters, who were instructed to take only one candy apiece. The number of candies taken (over one) was used as the dependent mea-

sure of anti-social behavior. Results indicated that children in the group condition were significantly more anti-social than those who were alone. Both arousal conditions produced a stealing effect, but exercise produced significantly more anti-social behavior. Discussion focuses on implications for deindividuation research, based on the findings that certain factors acting together are powerful disinhibiting forces. (DP)

**ED 085 090 PS 006 918**

*Hagen, John W. Moeller, Tamerra*

**Cross-Age Tutoring.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Jul 71

Note—16p.; Developmental program, Report no. 2

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—\*Cross Age Teaching, \*Educational Innovation, Educational Objectives, \*Elementary School Students, \*Program Evaluation, Teacher Attitudes, \*Tutorial Programs**

A cross-age tutoring program conducted in an elementary school is described. Part I of the report concerns reasons for instituting such a program. Benefits are predicted for (1) the tutor, in improving his/her attitudes toward learning, (2) for the tutee, by promoting a positive relationship with an older child, (3) for the teachers, in providing needed assistance, and (4) for the researcher, in providing unusual opportunities for applied studies. Part II discusses the actual operation of the program. Fifth and sixth graders tutored 1-3 graders, aided by teachers and group leaders. Major problems were the need for additional resources for the tutor, and the need for increased teacher participation. Issues of interest to the teachers involved are discussed. Tutor training is also considered, with emphasis on the content of on-going seminars. Part III concerns issues of program evaluation and provides suggestions for research that have arisen from program operation. (DP)

**ED 085 091 95 PS 006 939**

*Hubbard, W. Donald*

**Developing Mathematical Processes: A Report of the 1971-72 Field Test.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-248

Pub Date Dec 72

Contract—NE-C-00-3-0065

Note—51p.; Report from the Quality Verification Program

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—Achievement, \*Early Childhood Education, \*Elementary School Mathematics, \*Evaluation, \*Field Studies, Grade 1, Kindergarten, \*Mathematics Curriculum, Teacher Behavior**

**Identifiers—\*Developing Mathematical Processes**

This document reports on a field test of Developing Mathematical Processes (DMP), a research based instructional program for elementary school children developed from psychological principles. The field test was conducted in eight schools; four were multiunit schools in small towns and large cities; four were conventionally organized and located in large urban areas. Its purposes were to (1) determine the effectiveness of the program in terms of student achievement, (2) gauge the impact of an inservice program on teacher performance, and (3) document the usability of the instructional program. DMP was demonstrated to be a viable program for elementary school children at the kindergarten and first grade levels on the basis of the data gathered in the field test. (DP)

**ED 085 092 PS 006 955**

*Roff, Merrill And Others*

**Social Adjustment and Personality Development in Children.**

Pub Date 72

Note—206p.

Available from—University of Minnesota Press, 2037 University Avenue, S.E., Minneapolis, MN 55455 (\$8.50)

**Document Not Available from EDRS.**

**Descriptors—Birth Order, \*Elementary School Students, Family Background, Hygiene, Intelligence, Longitudinal Studies, \*Peer Acceptance, \*Peer Relationship, \*Personality Development, Research Methodology, \*Social Adjustment, Socioeconomic Status**

**Identifiers—Peer Choices**

This book describes a series of studies included in a 5-year program of research on the social adjustment of school children in the third through sixth grades. The sample consists of a total of 40,000 children from Texas and Minnesota, including a small subsample of 5,000 used in a 4-year longitudinal study. Peer acceptance-rejection scores obtained from pupil's ratings of their classmates and teachers' ratings of the peer status of children in their classes were used as the measures of social adjustment. Family background factors, measures of intelligence, birth order, ethnic group membership, school grades, various personality characteristics, and the resemblance in peer status between ordinary siblings and between twins are among the topics investigated in the studies. (SET)

**ED 085 093 PS 006 962**

*Hyman, June M.*

**A Laboratory for Learning Parental Involvement in the Public School Primary Classroom.**

Pub Date May 70

Note—41p.; Master's Thesis, Claremont University

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—\*Disadvantaged Groups, \*Early Childhood Education, Environmental Influences, Orientation, Parent Child Relationship, Parent Influence, \*Parent Participation, Parent Role, \*Parent School Relationship, Parent Teacher Cooperation, \*Programs, Self Concept**

This document discusses parental involvement in public elementary schools, particularly those in poverty and minority areas. The need for more parental interaction in the classroom is described, along with the social, psychological, economic, and educational advantages for the parents themselves, the children, and the teachers. Included is a list of parent orientation activities, a daily class schedule, descriptions and evaluations of six parent participation programs, and comments on future trends. (SET)

**ED 085 094 PS 006 966**

*Marcus, Joseph, Ed.*

**Growing Up in Groups; The Russian Day Care Center and the Israeli Kibbutz.**

Pub Date 72

Note—295p.

Available from—Gordon and Breach, Science Publishers, Inc., 440 Park Avenue South, New York, NY 10016 (\$14.95)

**Document Not Available from EDRS.**

**Descriptors—\*Child Care Workers, Child Development, \*Day Care Programs, \*Early Childhood, Educational Methods, \*Foreign Culture, Groups, Learning Activities, \*Manuals, Play**

**Identifiers—Israeli Kibbutz Children, Russia**

This volume contains two manuals (Russian and Israeli) designed for workers who are responsible for day-to-day group care of very young children on a broad-scale basis. The Russian manual gives detailed descriptions of children's play and activity in the first three years of life, reemphasizing the role of caretaker as teacher. The Israeli manual discusses the methods of kibbutz collective education, the kibbutz physical surroundings, and the work of metapelets. Child development is discussed in both manuals. (SET)

**ED 085 095 PS 006 982**

*Kyle, David And Others*

**Case Studies of Children in Head Start Planned Variation, 1971-1972.**

Maryland Univ., College Park. Coll. of Education.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—122p.; Ed 069 354 is the 1970-1971 report

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors—\*Case Studies, \*Classroom Observation Techniques, Cognitive Development, Concept Formation, \*Preschool Children, \*Self Concept, \*Social Development**

**Identifiers—\*Head Start Planned Variation Program**

This document presents case studies of children from five preschools of Head Start's Planned Variation Program. The case studies are designed to reflect the meaning of the preschool experience for each individual child, with emphasis on changes in self concept, concepts of the



world, interpersonal interactions, and task-oriented behavior. Children were chosen as subjects through teachers' and Head Start Directors' recommendations. The studies were based on information collected in direct observations in the preschool centers; interviews with parents were also utilized. In all, case studies of 20 preschoolers are included. Each study describes the child, how Head Start has been helpful, and what else the program might do for the child. (DP)

**ED 085 096** PS 006 983

**Prekindergarten Day Care is School-Plus.**

New York State Education Dept., Albany, Bureau of Child Development and Parent Education.

Pub Date [73]

Note—79p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—After School Programs, Child Care Workers, Community Involvement, \*Day Care Programs, \*Day Care Services, Guides, \*Parent Participation, Physical Environment, \*Program Administration, Program Coordination, Program Planning, \*School Services, Staff Utilization

This document presents guidelines to help school personnel design efficient administration day care services for young children and their families. Topics discussed include day care philosophy, historical perspective, and rationale; some basic program planning and procedure suggestions; coordination of day care and public school programs; staff selection criteria and staffing patterns; parental involvement; a day care program for 3- to 5-year olds; day care and before-and-after school programs for 5- to 14-year olds; and community involvement. (SET)

**ED 085 097** PS 006 984

*Bedger, Jean E. And Others*

**Findings, Day Care Cost Analysis Project: An Analysis of Income and Expenditures Collected From 29 Day Care Centers.**

Council for Community Services in Metropolitan Chicago, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.

Pub Date May 72

Note—83p.; For related documents, see ED 060 930 and PS 006 986

Available from—Council for Community Services in Metropolitan Chicago, 64 East Jackson, Chicago, IL 60604 (\$3.00, Publication No. 4019)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Cost Effectiveness, \*Day Care Programs, Expenditures, \*Field Studies, Income, Methodology, Operating Expenses, \*Program Budgeting, \*Program Costs

This report presents the findings of the data collected from 29 day care centers (in the Chicago area and downstate Illinois) during the field test of the Day Care Cost Analysis Manual. The test had two aims: (1) to determine whether the manual's procedures are feasible for conducting a cost analysis, and (2) to collect data on the income and costs of operating day care programs. Included is a review of the strategies used in the collection of data, the findings of the field test, and a discussion of the methodology and concepts of cost analysis. (SET)

**ED 085 098** PS 006 985

*Dittmann, Laura L.*

**Children in Head Start 1970-1971: Supplemental Report for Office of Child Development.**

Maryland Univ., College Park. Coll. of Education.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-3928A-H-O

Pub Date [72]

Note—85p.; ED 069 354 is the general report entitled: "Case Studies of Children in Head Start Planned Variation, 1970-1971." and PS 006 982 is the general report entitled: "Case Studies of Children in Head Start Planned Variation, 1971-1972."

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Achievement, \*Case Studies, Disadvantaged Youth, Family Influence, \*Interpersonal Relationship, \*Observation, Parent Child Relationship, Peer Relationship, \*Preschool Children, Self Concept, \*Student Behavior

**Identifiers**—\*Project Head Start

This report, a supplement to the more general report entitled "Case Studies of Children in Head Start Planned Variation 1970-71," presents brief accounts of the experiences and life styles of 20 children in Head Start classrooms. The narratives are based on material gathered by observers from the Institute for Child Study as a part of the evaluation of Planned Variation in Head Start. A total of ten different Head Start program models is represented. Each child's description includes classroom behavior, health, self concept, adjustment problems, adult and peer interactions, academic achievement, and gains from the Head Start program. (SET)

**ED 085 099** PS 006 986

*Bedger, Jean E. And Others*

**Financial Reporting and Cost Analysis Manual for Day Care Centers, Head Start, and Other Programs.**

Council for Community Services in Metropolitan Chicago, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.

Pub Date Mar 73

Note—194p.; For related documents, see ED 060 930 and PS 006 984

Available from—Council for Community Services in Metropolitan Chicago, Research Department, 64 East Jackson Blvd., Chicago, IL 60604 (\$7.50, Publication No. 4022)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Accounting, \*Bookkeeping, \*Cost Effectiveness, \*Day Care Services, Expenditures, Income, Manuals, \*Program Administration, Program Costs, \*Recordkeeping, Unit Costs

**Identifiers**—\*Project Head Start

This manual is designed to provide fundamental directions for systematic financial reporting and cost analysis for the administrators, accountants, bookkeepers, and staff of day care, Project Head Start, and other programs. The major aims of the manual are to induce day care directors to adopt uniform bookkeeping procedures and to analyze costs according to function. Part I includes some standard bookkeeping practices: a detailed description of a bookkeeping system based on accrual accounting, practice exercises for bookkeeping, and instructions for setting up a general ledger and journal, and cash receipts and cash disbursements journals. Part II covers the strategy for day care cost analysis; guidelines for imputed income and expenses; a means of studying the utilization of time; and instructions for analyzing cost, calculating units of service and calculating the cost per child-hour and per child-year. Worksheets are included. Appendices have outlines of supplementary financial material. (SET)

**ED 085 100** PS 006 987

*Stallings, Jane A.*

**Follow Through Program Classroom Observation Evaluation 1971-72.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—SRI-URU-7370

Pub Date Aug 73

Contract—OEC-0-8522480-4633(100)

Note—547p.

**EDRS Price MF-\$0.65 HC-\$19.74**

**Descriptors**—Achievement, Behavior, \*Classroom Observation Techniques, \*Classroom Research, Codification, Data Analysis, \*Elementary School Students, Emotional Development, \*Evaluation, \*Federal Programs, Feedback, Models, Reliability, Research Methodology, Tables (Data)

**Identifiers**—\*Project Follow Through

This report describes the third year of the national Follow Through Classroom Observation study. The aims of the study were: (1) to assess program implementation at one site for each of 12 sponsors; (2) to search out the relationships between child outcomes and teaching-learning processes; and (3) to estimate which programs incorporate processes found to be positively correlated with desired outcomes. The Classroom Observation Instrument (COI) was developed to record classroom occurrences as a way to determine whether there were planned educational variations in the Follow Through programs. Report chapters discuss the structure and function of the COI, including three classes of variables

used to record interactions; the criteria for the selection of classroom observers and the observer training procedures; the sampling criteria used to select specific classrooms, focus children, and focus adults; types of data analyses; and approaches to relating classroom processes to child test outcomes. Appendices, which make up about half the document, include the Classroom Observation Instrument, the factor analysis variable list, classroom observer comments, changes in classroom observation variables from 1970 to 1971-72, and other statistical data. (SET)

**ED 085 101** PS 006 995

*Van De Riet, Vernon Resnick, Michael B.*

**A Sequential Approach to Early Childhood and Elementary Education.**

Florida Univ., Gainesville. Dept. of Clinical Psychology.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.

Pub Date 73

Note—243p.

**EDRS Price MF-\$0.65 HC-\$9.87**

**Descriptors**—Academic Achievement, \*Disadvantaged Youth, \*Early Childhood Education, Emotional Development, Evaluation, Federal Programs, \*Intervention, Language Development, Longitudinal Studies, Methodology, Motivation, Parent Participation, \*Program Descriptions, \*Sequential Learning, Student Ability, Student Behavior, Tables (Data), Teacher Behavior

**Identifiers**—Learning to Learn Program

This evaluation report consists of a description and longitudinal analysis of the long term educational impact of the Learning to Learn Program on children from poverty backgrounds. The program is based on the principle that children's development follows an orderly sequence of growth from motor to perceptual to symbolic stages. The results of this study indicate that Learning to Learn Program graduates, at the end of second grade, are experiencing impressive educational and developmental success in public school. Data tables, graphs, and photographs are included. (SET)

**ED 085 102** PS 007 008

*Rayder, Nicholas F. And Others*

**Implementation of the Responsive Program: A Report on Four Planned Variation Communities.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—200p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Achievement, Classroom Environment, Community Characteristics, \*Disadvantaged Youth, \*Early Childhood Education, \*Evaluation, Faculty Mobility, \*Federal Programs, \*Intervention, Measurement, Parent Participation, Program Effectiveness, Teacher Attitudes

**Identifiers**—Far West Laboratory, Implementation, Planned Variation, Project Follow Through, \*Project Head Start

This report describes and evaluates the implementation of the Far West Laboratory's Responsive Educational Program (REP) in four communities participating in the Head Start and Follow Through "Planned Variation" experiment. The purposes of the report are: (1) to evaluate a particular implementation effort, and (2) to devise a new framework for such an evaluation. Separate sections are devoted to implementation evaluation as related to the Program Advisor, the Community and the School System, the Classroom Process, Parent Participation, Child Services, and the Child. Several evaluation instruments are described. Data tables are interspersed throughout the report and appendices include supporting information. (SET)

**ED 085 103** PS 007 009

*Warrior, Della C.*

**Report on Native American Assessment Colloquy (Albuquerque, New Mexico, February 26-27, 1973). Summary.**

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—Pub-2.773-1

Pub Date Feb 73

Note—99p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Child Development, Community Involvement, \*Cultural Awareness, Disadvantaged Youth, Educational Change, Educational Objectives, Intervention, \*Paraprofessional School Personnel, Parent Participation, \*Preschool Education, Teacher Attitudes, \*Training

Identifiers—CDA, \*Child Development Association, Teacher Competencies

This report includes a collection of eight papers presented at the Native American Colloquy. The all-Indian consultants discuss the implications of the CDA concept as it relates specifically to Indian curriculum, tribal education, training, educational change and assessment. The presentations are of particular value to administrators, early childhood teachers and specialists. (Author/SET)

**ED 085 104**

PS 007 012

Stevenson, Harold W.

**The Young Child: Learning and Cognition.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Jul 72

Note—19p.; Developmental Program, Report No. 5

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attention, \*Behavioral Science Research, \*Cognitive Development, Concept Formation, \*Early Childhood Education, Individual Differences, Language Development, \*Learning Processes, \*Literature Reviews, Observational Learning, Student Teacher Relationship, Transfer of Training

This report presents ten ideas about children's learning and cognition that are based on recent research. The empirical findings are reviewed and related to educational practices. The findings concern the following topics of learning and cognition: (1) individual differences, (2) children's problem-solving abilities and ability to remember component parts of problems, (3) selective attention, (4) transfer of training, (5) distraction from tasks by irrelevant information, (6) relationships between language and abstract thought, (7) observational learning, (8) children's use of hypotheses, (9) effects of breaking down complex problems into successively more complex components, and (10) teacher-child relationships. (DP)

**ED 085 105**

PS 007 013

Stevenson, Harold W.

**Research on Children's Learning.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Aug 72

Note—20p.; Developmental Program, Report No. 6

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Attention, \*Behavioral Science Research, Cognitive Development, \*Early Childhood, Infancy, Language Development, \*Learning Processes, \*Literature Reviews, Memory, Observational Learning, Perception

This review of literature on children's learning focuses on the following seven subject areas: (1) Infant learning, particularly studies of conditioning and individual differences in infants, (2) New perspectives on Piaget, reviewing studies where conservation and transitive inferences have been taught to young children, (3) Language and attention, focusing on evidence against verbal mediation theory, including shift studies, (4) Observational learning, (5) Selective attention studies, which include developmental trends, irrelevant dimension experiments, and incidental learning research, (6) Perceptual learning, and (7) Memory. It is concluded that the following basic themes apply to all the research areas reviewed: the importance of attention, interest in extending the study of learning downward to younger ages, and attempts to improve performance to a greater degree than would occur without intervention. (DP)

**ED 085 106**

PS 007 014

Hoffman, Martin L.

**Toward a Developmental Theory of Prosocial Motivation.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Aug 72

Note—10p.; Paper presented at the National Institute of Child Health and Human Development Workshop (Elkridge, Maryland, May 16, 1972); Developmental Program, Report #7; For related document, see PS 007 018

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Affective Behavior, \*Behavior Development, Behavior Patterns, \*Concept Formation, \*Early Childhood, Empathy, Learning Processes, \*Motivation, Role Perception, Social Behavior, \*Socialization

Identifiers—\*Guilt, Role Taking, Sympathy

This paper presents a summary of behavior concepts that together provide the outline of a possible developmental theory of prosocial motivation. These concepts, based on human role-taking capacities, include empathic distress, sympathetic distress, personal guilt, and existential guilt. At first, a child cannot discriminate between himself and others in empathic distress. Then he learns to discriminate and can feel sympathy for others through four developmental stages: (1) the child's assumption of the other's feelings are first based on the projection of his own feelings, even though his objective is to relieve the other's distress; (2) the child becomes aware that the other's perspective is different from his own, and guesses what his feedback should be, (3) the child synthesizes his empathic distress reaction to the other's feelings in a situation with a cognitive construction of the other's general misfortune, and (4) the child can comprehend the plight of entire groups of people. The concept of personal guilt is described as a synthesis of sympathetic distress and an awareness of being the cause of the other's distress. Existential guilt, which is the last concept, is described as coming from a realization that a person is enjoying what others cannot enjoy, or is not suffering what others suffer. Anecdotal examples of each prosocial behavior concept are given. (SET)

**ED 085 107**

PS 007 015

Miller, Patricia H. And Others

**The Role of Stimulus Dimensions in the Conservation of Substance.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Sep 72

Note—13p.; Developmental Program, Report #10

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Age Differences, \*Cognitive Development, \*Conservation (Concept), Dimensional Preference, \*Kindergarten Children, \*Preschool Children

Identifiers—Piaget, \*Stimulus Dimensions

Two studies examined how nonconservers use the dimensions relevant to quantity in the conservation of substance task. Most nonconservers are very selective in their use of the information provided by these dimensions. Most preschool and kindergarten nonconservers used length to define amount, while ignoring width. This was true regardless of how extreme the transformations were, in what order children saw the transformations, and whether the transformation was begun anew on each trial or continued from trial to trial. The youngest preschool children, however, were not as likely as the older preschoolers to restrict themselves to the length dimension. The results were interpreted as being counter to Piaget's four-step equilibration model of how compensation and conservation develop. (Author/SET)

**ED 085 108**

PS 007 016

Lipps, Leann E. T.

**Dimension Preference and Component Selection: A Comparison of Alternative Methods for Measuring Children's Attention to Stimulus Attributes.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Pub Date Apr 73

Note—11p.; Developmental Program, Report #27

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Age Differences, \*Attention, Cognitive Development, Cognitive Processes, \*Dimensional Preference, \*Early Childhood, Learning Processes, \*Measurement Techniques, \*Stimuli, Task Performance

Identifiers—\*Stimulus Dimensions

To investigate two measures which have been used to assess children's attention to stimulus dimensions, component selection, and dimension preference, both measures were administered to 38 3 1/2 to 5-year-olds and 20 5- to 6 1/2-year-olds. Seven to ten days after the dimension preference task was given, the component selection measure was administered using the stimuli of the dimension preference task. Results indicate: (1) a developmental increase in the proportion of judgments made on the basis of form

rather than color on the dimension preference measure, (2) no significant difference in the performance of the two age groups on the component selection task, and (3) within the younger group, a significant relation between component selection and dimension preference performance, with subjects showing higher component selection scores on their preferred dimension. The effect of experimental context on the child's deployment of attention is discussed. (Author/SET)

**ED 085 109**

PS 007 018

Hoffman, Martin L.

**Empathy, Role-Taking, Guilt, and Development of Altruistic Motives.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Jun 73

Note—69p.; Paper presented at the National Institute of Child Health and Human Development Workshop (Elkridge, Md., May 1972); Revised form of paper presented at the Annual Meeting of APA (80th, Honolulu, Hawaii, Sep. 2-8, 1972); For related document, see PS 007 014

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Age Differences, \*Altruism, Behavior Patterns, \*Cognitive Development, Concept Formation, \*Early Childhood, Emotional Development, \*Empathy, \*Motivation, Self Concept, Social Behavior, Socialization

Identifiers—Guilt, Role Taking

This paper presents the theory that altruistic motives develop out of the synthesis of empathic distress and the child's increasingly sophisticated cognitive development, especially his level of self-other differentiation. An examination of empathy and the sense of other is included, followed by a discussion of empathic distress, various forms of sympathetic distress, cognitive mediation, personal and existential guilt, and some hypotheses about socialization that derive from the theory. A review of research on object permanence in infants, role taking in early childhood, and identity in later childhood is also included. (SET)

**ED 085 110**

PS 007 022

Harris, Mary B.

**Issues in Modeling of Verbal Behaviors.**

Pub Date May 73

Note—11p.; Paper presented at the Rocky Mountain Psychological Association Convention (May, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Science Research, \*Imitation, \*Literature Reviews, \*Psycholinguistics, \*Verbal Learning

Identifiers—\*Modeling

This document contains a literature review and discussion focusing on general tactical issues involved in research on modeling and verbal behavior. Five basic issues were identified: (1) It is necessary to distinguish between acquisition of new responses and performance of those already in the repertoire. (2) The relationships between the modeled behavior and the responses expected of the subject should be examined through investigations of the extent to which exposure to the model can affect diverse response classes to diverse stimuli, particularly with linguistic, problem solving, and creative tasks. (3) The amount of structure given to subjects varies greatly in the literature, with regard to explicitness of instructions and type task used. (4) There has been little uniformity in choosing dependent variables. Many kinds of verbalizations, grammatical parameters, and more unusual behavioral dimensions (i.e., attitudes) have been used. (5) Finally, many commonly used terms (i.e., creative response) need to be defined somewhat arbitrarily, for the sake of standardization. (DP)

**ED 085 111**

PS 007 023

Harris, Mary B.

**Modeling and Flexible Problem-Solving.**

Pub Date Aug 73

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27 through 31, 1973)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Development, \*Creativity, \*Imitation, \*Learning Processes, \*Literature Reviews, \*Problem Solving

Identifiers—\*Modeling

This literature review concerns the relationships between imitation-modeling as a learning process and creative behaviors. If it can be demonstrated that creative (unusual, flexible) behaviors are increased upon seeing other creative behaviors modeled, this finding would contradict the simple matching to template interpretation for modeling influences, as well as provide clues as to effective methods for teaching creativity. After analyzing three studies which are related to this issue, it is concluded that the effects of modeling are not confined to providing precise demonstrations of the kinds of behaviors deemed desirable. A model presented as incidental to the subject's task, who demonstrates behavior different from that used as a dependent variable, can still affect the flexibility or rigidity of an observer's problem solving behavior. (DP)

ED 085 112 PS 007 025

Wolfgang, Aaron. Poivin, Robert. Internality as a Determinant of Degree of Classroom Participation and Academic Performance Among Elementary Students.

Pub Date Aug 73

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27 through 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement, \*Classroom Participation, \*Elementary School Students, Grade 6, Grade 7, Grade 8, \*Locus of Control, \*Sex Differences

Identifiers—\*Rotter Internal External Locus of Control Scale

Homeroom teachers selected 120 students from their sixth, seventh, and eighth grade classes for this study. The subjects were categorized by teachers as high and low classroom participators. Rotter's Internal-External Locus of Control Scale was used to measure the extent to which students believed their successes were due to their own personal efforts or outside uncontrollable influences. The results indicate that for females, more internally controlled students were the highest classroom participators and earned higher grades than low participators. In contrast to the females, there were no differences in locus of control between high and low male participators. High participation males did earn higher grades than low. No developmental changes were found in locus of control between grades 6 and 8. (DP)

ED 085 113 PS 007 028

Strickland, Bonnie R. Locus of Control: Where Have We Been and Where Are We Going?

Pub Date Aug 73

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 27 through 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, \*Behavior Development, Health, \*Literature Reviews, \*Locus of Control, Mental Health, \*Reinforcement

Identifiers—\*Social Learning Theory

This document contains a literature review and a discussion of issues concerned with the locus of control dimension in psychological experimentation over the past 15 years. Locus of control research is traced from early laboratory experiments which demonstrated that instructions and perceptions about skill and chance could dramatically affect subjects' performance, to field research investigating whether individuals carry generalized expectancies about the control of reinforcement. The paper focuses on three specific areas that are emerging in the research and have implications for further understanding of expectancies about locus of control and behavior in general. (1) The first topic is the relationship between belief in internal control and physical health. In general, "internals" have been found to be most likely to take preventive measures to stay healthy. (2) The second area has to do with the relationship between internal control and emotional well-being. Results have been quite similar to the studies dealing with physical health. (3) The final topic concerns perceived power and personal competence. However, little research evidence is available on this topic. (DP)

ED 085 114 PS 007 033

A Longitudinal Study of Get Set Day Care Children in Grades First, Second, and Third. Philadelphia School District, Pa.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Elementary School Students, Grade 1, Grade 2, Grade 3, \*Longitudinal Studies, \*Preschool Programs, \*Program Evaluation

Identifiers—\*Get Set Day Care Program, Philadelphia, Iowa Test of Basic Skills, Metropolitan Achievement Tests

This report presents the evaluative outcomes of a day care program currently in operation in the School District of Philadelphia. Descriptions of the instructional objectives and program are included in the report. Subjects for the evaluation included three separate samples, categorized by the school grade of the subjects at the present time. Sample I included 750 first graders with at least two years of Get Set Day Care experience, and 440 classmates with no such experience. In Sample II there were 1,225 second graders in the treatment group and 663 controls, and Sample III consisted of 618 treatment third graders and 391 controls. First and second graders were tested with the Metropolitan Achievement Tests, Primary I and II. The Iowa Test of Basic Skills was used with the third grade. Analysis of results indicated that for Samples I and II, the children with two years of Get Set experience scored significantly higher than the control group children. There was no significant difference between Get Set and control children's scores for third graders. Discussion emphasizes the need for more detailed follow-up study. (DP)

ED 085 115 PS 007 037

Tarte, Robert D. Barpressing in the Presence of Free Rewards in Humans.

Nevada Univ., Las Vegas. Dept. of Psychology.

Pub Date 72

Note—20p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Adolescents, Age Differences, Behavior Development, \*Behavior Patterns, \*College Students, \*Preschool Children, Racial Differences, \*Self Reward, Sex Differences

Identifiers—California Psychological Inventory, \*Choice

Five studies are reported which examine the free vs. earned reward phenomenon in humans. The 420 subjects were distributed over all grade levels from preschool through college. Candies and coins were used as rewards. In preschool through sixth grade groups, black, as well as white subjects and experimenters were used. The California Psychological Inventory was administered to the college students. In all experiments, subjects had the choice of obtaining rewards one at a time, either by pushing a lever or choosing freely from a filled dish. There was a great preference for obtaining rewards by bar pressing. The preference decreases from nearly 100 percent to about 50 percent as subjects increased in age. No significant differences were found for type of rewards, sex, or race of subject and experimenter, except that males bar pressed significantly more than females in the college group. Two scales of the CPI correlated significantly with bar pressing. (Author/SET)

ED 085 116 PS 007 048

Van Wagenen, R. Keith. Formation and Quick Integration of Mathematics Concepts in the Child During the First School Year. Final Report.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—2-1-009

Pub Date May 73

Contract—OEC-9-72-0029(057)

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Concept Formation, \*Conservation (Concept), \*Kindergarten Children, \*Learning Processes, Literature Reviews, Longitudinal Studies, \*Mathematics Instruction, Measurement, Number Concepts

Identifiers—Goldschmid Bentler Concept Test, Metropolitan Readiness Test

A group of 161 kindergarten and first grade children were instructed in mathematics using exercises in linear measurement to increase un-

derstanding of unit-quantity relations. A comparison group made up from two adjacent and comparable middle-class schools was taught mathematics without intervention into the mathematics content. Treatment and comparison groups did not differ in general conservation performance throughout the study. However, an ancillary study demonstrated that linear measurement competence is preliminary to linear conservation. After five or six months of treatment, the measurement group was vastly superior in measuring competence, but slightly inferior in typical first grade mathematics. Appendices include sample lessons and test items as well as data tables. (Author/SET)

ED 085 117 PS 007 058

Rubin, Lawrence S. Early Childhood Health-Mental Health Prevention and Treatment Program.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 8 May 73

Note—7p.; Paper presented at the Community Mental Health Programs for Children Panel, American Psychiatric Association, May 8, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, \*Health Services, \*Infants, \*Mental Health Programs, Parent Education, \*Preschool Programs, \*Prevention

Identifiers—Maimonides Early Childhood Health Program

The Maimonides Early Childhood Health-Mental Health Prevention and Treatment Program is described. The program provides a broad range of preventive services to children who are five years of age and younger. Services are organized into Post-Natal and Pre-School Programs. The Post-Natal Program offers group education and counseling, individual psychiatric counseling, parent education groups, pediatric examinations for medical status, visual problems, deafness, neurological examinations, laboratory tests for inborn errors of metabolism, and home visits. The Pre-School Program provides examinations for medical status, visual problems, deafness, group neurological examinations, developmental screenings, psychological testing, counseling, and parent education groups. (DP)

ED 085 118 PS 007 060

Masangkay, Zenaida S. And Others. The Early Development of Inferences About the Visual Percepts of Others.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Age Differences, Cognitive Development, \*Cognitive Processes, \*Cross Sectional Studies, \*Preschool Children, Sequential Learning, Task Performance, Verbal Communication, \*Visual Perception, Visual Stimuli

Identifiers—Egocentrism, \*Inference

Three experiments assessed the ability of children 2 to 5 years of age to infer, under very simple task conditions, what another person sees when viewing something from a position other than the children's own. Data indicates that some ability of this genre appears to exist by age 2. The data also suggests a distinction between an earlier and a later developmental form of visual percept inference. (Author/SET)

ED 085 119 PS 007 076

Webb, Roger A. Concrete and Formal Operations in Very Bright (IQ greater than 160) Six to Eleven-Year-Olds.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Development, Conservation (Concept), \*Elementary School Students, \*Gifted, \*Intelligence, Intelligence Tests, \*Measurement, Psychometrics

Identifiers—\*Piaget

Twenty-six children ranging in age from 6 to 12 years whose tested IQ's were over 160 were tested on three Piagetian tasks of advanced



concrete operations and two tests of formal operations. All children passed all concrete operations problems, but only four of the oldest boys passed the formal operations tasks. Findings are discussed in terms of possible relationships between Piagetian and psychometric measures of intelligence. (SBT)

## RC

ED 085 120 RC 007 457

Trueba, Henry T.  
Mexican-American Bibliography. Bilingual Bicultural Education.  
Pub Date [73]  
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Biculturalism, \*Bilingual Education, Cultural Background, Economics, English (Second Language), History, Language Development, Linguistics, Mental Health, \*Mexican Americans, Publications, Rural Population, \*Social Sciences, Sociology, Spanish Speaking

Three hundred and six books and articles published between 1919 and 1973 are listed in this bibliography covering Mexican Americans and bilingual bicultural education. It is divided into 3 major sections: (1) social sciences, (2) education, and (3) bibliographies. The works deal with history, sociology, anthropology, economics, linguistics, political science, law, mental health, educational psychology, methodology, teaching English as a second language, and modern language teaching. Each section is arranged alphabetically according to the author or institution. (NQ)

ED 085 121 RC 007 458

Agnew, Ann T.  
The Effects of a Summer Communication Skills Program Upon Selected Language Arts Skills and Dimensions of the Self Concept of Disadvantaged Negro Pupils.

Pub Date Dec 73

Note—191p.; D. Ed. Dissertation, New Mexico State University, Las Cruces

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Communication Skills, \*Disadvantaged Youth, Elementary Grades, Language Arts, \*Negroes, Reading Achievement, \*Rural Youth, Self Concept, Statistical Data, \*Summer Programs

The purpose of this study was to determine whether or not differences in mean gains for reading and listening achievement, and components of the self concept were observable between pupils who participated in a 6-week summer language arts program and similar children who did not. The sample consisted of 80 disadvantaged Negro second graders and 70 disadvantaged Negro fifth graders. Half of the students attended the program and the others were controls. Treatment groups consisted of experimental and control pupils while factors of sex, grade, and entry level were concomitant variables. Major conclusions were that there was no evidence that pupils who participated in the summer program made significant gains in reading, listening achievement, or in self concept. (Author/PS)

ED 085 122 RC 007 459

Askins, Billy E. And Others  
Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, 1972-73.

Adobe Educational Services, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—H323626

Pub Date May 73

Grant—OEG-0-73-0710

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Academically Handicapped, Analysis of Covariance, Community Involvement, English (Second Language), \*Handicapped Children, Language Development, \*Parent Participation, Perceptual Development, \*Program Evaluation, \*Spanish Americans, Spanish Speaking, Tables (Data)

Identifiers—\*Clovis, New Mexico

The major goals of the Responsive Environment Program for Spanish American Children (REPSAC) are early intervention to prevent placement of Spanish American children in special education classes, provision of media and learning activities which enhance and develop a favorable self-concept and attitude toward his own and other cultural groups, and formulation of activities that increase parental interest and involvement in the program and in their child's education. During 1972-73, 30 three-, four- and five-year old low birth weight Spanish American children who reflected such handicaps as physical difficulties, learning aptitude, perceptual and motor problems, language problems, and economic, cultural, and educational deprivation participated in REPSAC at Clovis, New Mexico. The 1972-73 evaluation examined the program's 3 components: instruction, staff development, and community-parent involvement. The evaluation design consisted of comparing REPSAC students with a similar group of children not in the program for learning aptitude, English and Spanish language development, and sensory, perceptual, speech, and psychomotor development using a pretest, posttest, and 2-group analysis of covariance; observations; and interviews. Among the major findings was that REPSAC students made significant gains in Spanish language development and speech development. (NQ)

ED 085 123 RC 007 463

Edwards, Clark Coltrane, Robert  
Economic and Social Indicators of Rural Development From An Economic Viewpoint.

Pub Date 16 Feb 73

Note—31p.; Paper presented at the Annual Meeting of the Southern Agricultural Economics Association, Richmond, Va., February 14 through 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, \*Economic Development, Education, Health Services, Housing, \*Program Design, \*Regional Planning, \*Rural Development, \*Social Factors, Statistical Analysis, Tables (Data)

A framework for constructing a set of statistical economic and social indicators for rural development is discussed in this paper. Operational definitions are presented for economic development, economic growth, rural, and rural development. The framework for identifying economic and social indicators can be adapted to quantify most existing theories and depends on delineation based on aggregates of counties according to the homogeneity of economic and social problems. The delineation methods are described. Twelve specific variables are aggregated into a single index of economic development by principal component analysis. Nine delineations are compared for specific variables to test for differences in computed properties of each variable and for differences in estimated relationships among variables. Five difficulties that might limit the set of indicators are that they must be problem-oriented, be rooted in development theory, be capable of providing considerable detail, be reported for carefully chosen observational units, and be based on current and reliable data. (PS)

ED 085 124 32 RC 007 467

Satterfield, Christina, Comp.  
State of Tennessee Annual Evaluation Report for Fiscal Year 1971.

Tennessee State Dept. of Education, Nashville. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 71

Note—38p.; Related document is ED053487; PL91-230, ESEA Title I

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Curriculum, \*Educational Disadvantage, Federal Aid, Kindergarten Children, \*Low Income Groups, \*Migrant Education, Needs, \*Program Evaluation, \*Rural Areas, State Agencies

Identifiers—\*Tennessee

Information from 148 local evaluation reports submitted to the Tennessee Department of Education for both regular and summer programs is presented in the Annual Report on Elementary and Secondary Education Act Title I programs. This covers the administrative structure, the role of the State Department of Education, the population, needs assessment, program effectiveness,

program evaluation, and the effect on the regular school program. Also included are reports on supportive services, nonpublic school involvement, parent and community involvement, and the role of other Federal agencies. In-service activities for the 4,435 teachers and 2,917 aides involved in Title I work are described. Additionally, problems that have occurred in the implementation of Title I activities and recommendations made by the State Department of Education are listed. (PS)

ED 085 125 32 RC 007 468

North Dakota Annual Evaluation Report for Fiscal Year Ending June 30, 1971. Elementary and Secondary Education Act of 1965-Title I.

North Dakota State Dept. of Public Instruction, Bismarck.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 30 Jun 71

Note—74p.; Related document is ED053469

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Educational Disadvantage, Educational Finance, Evaluation Methods, Guidelines, \*Instructional Programs, \*Low Income Groups, Needs, \*Program Evaluation, \*Rural Areas, Staff Utilization, Statistical Data

Identifiers—\*North Dakota

Elementary and Secondary Education Act Title I programs in North Dakota are evaluated in this Annual Report. The first part of the report covers staff activities, a brief demographic view of North Dakota, public and nonpublic school participation, financial data, instructional activities, major accomplishments, and statistical data about the participants. The second part of the report gives the regulations and guidelines for evaluating these Title I projects. The guidelines include information on legal responsibility, a local evaluation plan, state and Federal Title I evaluation, and evaluation designs and devices. Copies of forms used to collect evaluation information are provided. (PS)

ED 085 126 RC 007 469

Roanhorst, Evelyn Shari  
Social Welfare Problems of the Navajo Nation; A Perceptual Study of Social Welfare Needs.

Pub Date May 73

Note—95p.; MSW Research Project, Arizona State University, Tempe

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, \*American Indians, Community Influence, Education, Employment, History, Individual Power, Local Government, \*Needs, Policy Formation, \*Program Improvement, \*Services, \*Social Welfare

Identifiers—\*Navajos

The purposes of this study were, first, to identify the ways Navajos have historically met their needs, pointing out ways in which American society has dealt with their social welfare problems, and second, to determine to what extent present day social welfare services have met these needs. The study population consisted of 112 Navajo workers from 32 traditional agencies in Tuba City and Window Rock (Arizona). The respondents' major unmet needs, and their order of importance, were (1) agency supplied needs; (2) survival needs; (3) employment needs; and (4) educational needs. A majority of the respondents felt there were major advantages in a tribal takeover of programs and planning. It was recommended that there be an all out effort to meet and satisfy tribal requirements. Agency cooperation and allowance for Navajo self-determination and input into programs affecting the tribe were also necessities. (KM)

ED 085 127 24 RC 007 470

Henderson, George  
National Assessment and Rural Education. New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Dec 73

Contract—OEC-1-6-062469-1574(10)

Note—50p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock Number EC-004, \$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Citizenship, \*Educational Accountability, Literature, \*National Intelligence Norm, Needs, Reading Achievement, \*Rural Education, Science Education, \*Student Evaluation, Writing Skills  
Identifiers—NAEP, \*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are and where the country's education problem areas lie. NAEP exercises have been constructed to provide information by 3 divisions: (1) what all or most all children are learning, (2) what the most advanced are learning, and (3) what the middle or "average" children are learning. The accumulated test results will serve the purpose of differentiated assessment of the overall progress of education. NAEP defined 192 separate populations for testing by the following subdivisions: sex, race, geographic region, age group, community size and type, and socioeconomic level. This report discusses rural education and national assessment for reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed. A brief historical overview; the assessment procedures and schedule; and the social and psychological, cultural, economic, political, and military implications are also covered. (NQ)

ED 085 128 RC 007 471

Pablano, Ralph (Rafa)

**Goals in the Barrio. Issues in Bilingual-Bicultural Education.**

Pub Date 73

Note—374p.

Available from—Leswing Press, A Division of Leswing Communications, Inc., 750 Adrian Way, San Rafael, CA 94903 (\$5.95)

Document Not Available from EDRS.

Descriptors—\*Biculturalism, \*Bilingual Education, \*Cultural Background, Definitions, Educational Problems, Employment, \*Essays, Higher Education, \*Mexican Americans, Minority Groups, Political Attitudes, Stereotypes, Teacher Education

The book is a collection of essays on issues in bilingual-bicultural education by Chicano educators. Some of the essays are based on personal experience while others are the result of intense research. Full documentation is given for research. The essays are critical yet analytical. They do not present a single point of view but rather give an educational-political spectrum ranging from left to right. The readings are aimed at individuals (Chicano and non-Chicano) who come in contact with the Chicano students or who are interested in Chicano language, culture, goals, and aspirations. They are divided into 9 sections: (1) Four Critical Observations of the Anglo Establishment by Chicano Educators; (2) Attributes and Qualities of Being a Chicano: Stereotypes and Definitions; (3) Employment Data: Training Considerations for Public Education and the Chicano; (4) Chicanos and the Political Process; (5) Some Conceptual and Theoretical Frameworks from Which to View Problems in Education; (6) Subject Matter and Instructional Concerns; (7) An Approach to Learning: Bilingual and Bicultural Education; (8) Some Views on Training and Retraining of Teachers and Administrators; and (9) Instructional Styles for the Classroom and the Barrio from the Perspective of La Raza. (NQ)

ED 085 129 RC 007 472

Fehr, Helen, Comp.

**Bibliography for Professional Development.**

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date 2 Nov 72

Note—76p.

Available from—Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Saskatchewan (S2 50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Bibliographies, Children, \*Cultural Background, \*Economic Factors, \*Education, Language, Legends, Social Factors

Identifiers—\*Canada

Information published between 1953 and 1970 on the American Indian is included in this annotated bibliography.

The bibliography is designed to aid professional development in the field of education and attempts to categorize and separate fields of interest. Major topics are culture, education, ethnology, folklore, art, housing, history, language, social conditions, wars, and nativistic movements. The appendix consists of a list of publishers of materials in the bibliography. Also included is a list of Canadian book wholesalers. (PS)

ED 085 130 32 RC 007 473

**Report of Final Evaluation ESEA Title I Projects, Fiscal Year 1973; Phoenix Area, Bureau of Indian Affairs, Department of Interior.**

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 73

Note—78p.; Related document is ED069459

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*American Indians, \*Annual Reports, Expenditures, Language Development, Mathematics, Paraprofessional School Personnel, Parent Associations, Physical Education, Professional Personnel, Reading, Student Enrollment, \*Summative Evaluation, \*Tables (Data)

Identifiers—Arizona, \*Bureau of Indian Affairs, Phoenix

A summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1973 is given in this evaluation report on a school by school basis. Data, presented by charts and graphs, cover: the BIA's organization; student enrollment in the Phoenix Area; school expenditures; student participation by component and school; professional and paraprofessional staff; parent council involvement; and student achievement in reading, language, mathematics, special education, and physical education. The data in this report show that, except for a few isolated grades in some schools, projects were very successful during 1973. Students in every grade gained at or above the national average in reading and language and, with the exception of students in grades 3 and 11, also in mathematics. The following recommendations are made: (1) schools showing low gains in reading and mathematics should critically evaluate their programs to see what is hindering their students and (2) projects which are demonstrating consistent gains in every grade should attempt to have the regular program institute the activities throughout the school. (NQ)

ED 085 131 32 RC 007 474

**Summary of the Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1973; Phoenix Area, Bureau of Indian Affairs, Department of Interior.**

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*American Indians, \*Annual Reports, Expenditures, Language Development, Mathematics, Paraprofessional School Personnel, Physical Education, Professional Personnel, Reading, Special Education, Student Enrollment, \*Summative Evaluation, \*Tables (Data)

Identifiers—Arizona, \*Bureau of Indian Affairs, Phoenix

A composite summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1973 is given on an area-wide basis. Data, presented by charts and graphs, cover: the BIA's organization; enrollment in the Phoenix Area Schools by agency and school; expenditures; student participation; professional and paraprofessional staff by component; professional staff training and experience; and student achievement in reading, language, mathematics, special education, and physical education. The data show that (1) students receiving Title I services in the Phoenix Area are gaining a month of progress in reading and language for every month spent in school and (2) the results

in mathematics and special education are not as substantial as those in reading and language but met or exceeded the expected gains that would have occurred if the students had not received Title I services. (NQ)

ED 085 132 RC 007 475

Pettibone, Timothy J. Solis, Enrique, Jr.

**Dental Health Care Models of Southwest Cultures.**

Final Report.

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Dec 73

Note—181p.; Grant no. R01 DH00211 01

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, Anglo Americans, \*Cross Cultural Studies, Cultural Factors, Demography, \*Dental Health, Mexican Americans, \*Models, Psychological Studies, \*Rural Urban Differences, \*Social Factors, Statistical Analysis

The major goal of this research was the development and validation of cultural models of dental health practices. The specific objectives were to determine if 3 cultural groups (American Indians, Mexican Americans, and Anglo Americans) differ in the dental hygiene indices, characteristics, psychological factors, or social factors; to develop explanatory models of dental health practices; and to cross validate the models. Two kinds of information were obtained—personal interviews and dental examinations. Data were collected during Spring 1972 for the first year phase and during Fall 1972 and Spring 1973 for the validation. The information was summarized and analyzed by descriptive statistics, analysis of variance, and path analysis. Six separate models were discussed and analyzed. It was found that similarities exist in the models developed across dimensions of ethnicity and residential groupings, and that financial factors and "symptomatic orientation toward dental care" were the greatest determinants of dental care behavior. Copies of the interview questionnaire and the dental examination form were included. (PS)

ED 085 133 RC 007 476

Mangold, Margaret M., Ed.

**La Causa Chicana. The Movement for Justice.**

Pub Date 72

Note—218p.

Available from—Family Service Association of America, 44 East 23rd Street, New York, NY 10010 (\$7.50)

Document Not Available from EDRS.

Descriptors—\*Activism, Communication Problems, Community Role, Culture, \*Essays, Individual Power, Mass Media, \*Mexican Americans, Migrants, Political Attitudes, Religion, \*Social Change, Social Services, \*Social Work

The intent of this book is to present information about Chicanos to social workers and members of other helping professions so they may become involved in the Mexican Americans' movement to obtain first-class citizenship. Articles reflect the perspectives of persons working in various settings, geographical regions, and disciplines. Some of the authors articulate their concerns about social change and service, while others provide profiles of the Chicano family and community. The 17 articles cover the Chicano movement, racism, psychological research, media relations, religion, social work, casework services, barrio life, intelligence testing, migrant workers, communication, and social change. (KM)

ED 085 134 RC 007 477

Clark, Juan M.

**Social Patterns of Rural Family Income.**

Pub Date 69

Note—86p.; Master's Thesis, University of Florida, Gainesville

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Economic Factors, \*Family Income, Human Resources, \*Low Income Groups, Migration Patterns, \*Rural Family, \*Social Factors, Southern States, \*Statistical Analysis

The objectives of this study were to develop and analyze social patterns of rural family income in Jackson County, Florida, formulating criteria useful for upgrading living levels for families under different environmental conditions.

Dataverse collected by interview-type field schedules from all families within selected clusters of households. The schedules were reviewed item by item to locate attributes likely to be significant and those attributes were subjected to statistical significance tests. All items retained were given score values and classified into 3 categories: biographical, economic, and environmental. This scale was the basis for analyzing social patterns of income both by tabular and regression analyses. Major findings were that families could be placed in 7 separate patterns and that there was a consistent change in variable relationships throughout the patterns. The study suggested that the family income patterns may be used to conceptualize the profile of rural poverty so that programs can be directed to specific people for specific remedial purposes. (PS)

**ED 085 135** RC 007 478

Grishop, James Ivo

**Modeling and Cognitive Behavior: The Effects of Modeling, Modes of Modeling and Selected Model Attributes on Rule-Governed Language Behavior.**

Pub Date Dec 73

Note—147p; Ph.D. Dissertation, University of New Mexico, Albuquerque

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Anglo Americans, \*Cognitive Processes, Elementary School Students, Ethnic Groups, Grade 6, \*Language Arts, \*Mexican Americans, \*Models, Statistical Analysis, Tables (Data), Values

The effect of modeling on the performance of rule-governed language behaviors of 208 male and female, Anglo and Chicano, sixth grade students in Albuquerque, N.M. was experimentally investigated. Eight boys and 8 girls (4 each Chicano and Anglo) were randomly assigned to each of the 12 experimental conditions and to the control group. Three modes of modeling were used: live, audio-taped, and written. Within each mode, the age and ethnicity of the model were manipulated. The results of the study indicated that sixth grade students, with neither reinforcement nor instructions to imitate, were able to abstract rules governing the use of modeled sentences and subsequently to use those rules to generate new sentences response to novel stimuli. Imitation phase stimulus pictures and modeled sentences are included. (PS)

**ED 085 136** RC 007 479

Church, Virginia Klewer

**A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican American Students with Monolingual Mexican American Students.**

Pub Date Jul 71

Note—61p; Master's Thesis, University of Toledo, Toledo, Ohio

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Aspiration, Acculturation, \*Attitudes, \*Bilingualism, Counselors, Culture, English (Second Language), Family Background, \*Mexican Americans, Monolingualism, Self Concept, \*Spanish Speaking, Student Teacher Relationship

Identifiers—Ohio, Toledo

The Toledo, Ohio, study of 72 Mexican American students was conducted to find whether bilingualism is a factor affecting aspirations and attitudes toward school and the educational process, and to determine attitudes of Mexican American students as a group. Students were equally divided into bilinguals and monolinguals, and responded to 3 questionnaires which dealt with attitudes toward being Mexican American, educational aspirations, school involvement, family background, acculturation, and attitudes toward teachers, counselors, and schools. Data indicated that there seemed to be a strong relationship between bilingualism and the degree of the student's acculturation. It appeared that the greatest difference between bilinguals and monolinguals was home background. There was little evidence, however, that bilinguals have more emotional and social problems than monolinguals. It was also noted that, since this study did not include the socioeconomic factor, results were inconclusive. Major recommendations covered Spanish as an elective; tutorial services; cultural awareness; teacher training and employment; parental involvement; and counseling services. (KM)

**ED 085 137** RC 007 480

Iverson, Dorothy

**Language Development: Syntactical Complexity of Reservation Sioux Indian Children.**

Pub Date Jul 70

Note—62p; Master's Thesis, Northern State College, Aberdeen, South Dakota

Available from—Inter-Library Loan from Northern State College, Aberdeen, South Dakota

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*American Indian Languages, Bilingual Students, English (Second Language), \*Language Development, Language Skills, \*Reservations (Indian), \*Second Language Learning, \*Syntax

Identifiers—\*Sioux

The purpose of this study was to describe the syntactical complexity of the level of English which is easily understood and freely used by a selected group of bilingual Sioux Indian children. The study was designed to determine a basis for a lack of language fluency as a contributing factor in the cross-over phenomenon of these Indian children in the Middle elementary school years. A total of 15 10-year old reservation children were interviewed. These children were randomly selected from the 4th and 5th grades at Fort Thompson Day School, Crow Creek Indian Reservation, South Dakota. The children's responses were examined for the degree of syntactical complexity they understood. They were found to have a language lag or lack of several test constructions. A lag was indicated in the easy/hard to see construction, in the pronominalization construction, and on the question form of ask/tell. The ask/tell construction showed the most significant deficiency. It was felt that further study of the deficient areas would be most helpful to teachers, supervisors, and curriculum directors associated with Indian students, and could avoid much of the confusion and poor self-image resulting from this deficit. (FF)

**ED 085 138** RC 007 481

Job, Marcus

**A Comparative Study of Culture Hero Motifs in the Bible and in the Folklore of the Plains Indians.**

Pub Date Jul 70

Note—93p; Master's Thesis, Northern State College, Aberdeen, South Dakota

Available from—Inter-Library Loan from Northern State College, Aberdeen, South Dakota

**Document Not Available from EDRS.**

Descriptors—\*American Indians, \*Biblical Literature, Comparative Analysis, \*Cross Cultural Studies, Folk Culture, History, Legends, Mysticism, \*Mythology, \*Parallelism (Literary), Religion, Symbols (Literary)

Identifiers—\*North American Plains Indians

It was the purpose of this paper to: (1) compare culture hero motifs in the tales of the North American Plains Indians with similar motifs in the Bible, particularly the Old Testament; (2) show the extent to which these similarities occurred; and (3) investigate the probable causes and effects of the similarities and how they apply to the archetypal myth theory. The major parallel motifs compared are: (1) the first hero: a creator; (2) the new heroes: a legacy of error; (3) the triumphant hero: a cinderella; (4) the hero: his source of power; (5) the hero: a trickster; and (6) the hero: his final sacrifice. Additional motifs are given in the summary. Texts of Indian narratives too long for the body of the thesis appear in the 7 appendices. (KM)

**ED 085 139** RC 007 482

Wolf, Raymond R.

**A Study of the Problems of Indian Students in Selected Minnesota Colleges.**

Pub Date Jul 70

Note—51p; Master's Thesis, Northern State College, Aberdeen, South Dakota

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Colleges, \*College Students, \*Educational Experience, Educational Needs, \*Financial Support, Higher Education, \*Student Problems

Identifiers—\*Minnesota

The purpose of this study was to identify and analyze some of the problems American Indian students confront in Minnesota colleges. Data

was obtained by a closed questionnaire sent to 100 Indian students attending Minnesota colleges or universities. All questionnaires were mailed after the final quarter of the school term had begun. There was a 40% return. A significant finding was that the respondents felt they had poor academic preparation for college. Also, half the students felt they had fewer funds to attend college than their non-Indian counterparts. This financial problem, however, does not seem to be a problem unique to Indians. There were no significant problems which could be identified as distinctively "Indian." (FF)

**ED 085 140** RC 007 483

Parker, Franklin

**Development and Education in Appalachia and Tanzania.**

Pub Date 30 May 73

Note—18p; Paper presented at the Annual Meeting, Comparative and International Education Society of Canada, Conference of Learned Societies, Kingston, Ontario, Canada, May 30, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Attitudes, \*Economic Disadvantage, \*Educational Development, Environment, Federal Aid, Geography, History, \*Rural Areas, \*Social Isolation, Transportation

Identifiers—\*Appalachia, Tanzania

Development and education in Appalachia and the Republic of Tanzania (Africa) are discussed in this paper. Major topics on Appalachia include geography, early settlers, history, the literary discovery of Appalachia, the missionary discovery of Appalachia, exploitation, depression and welfare, and the Appalachian Regional Commission. Topics on Tanzania include characteristics, a brief history, German control, British control, President Julius Karamba Nyerere, the Primary School Leavers' Crisis, the National Service Crisis, Education for Self Reliance, and Tanzanian Socialism. Nine comparisons between Appalachia and Tanzania are presented, such as geographic isolation and exploitation by outside economic forces. (PS)

**ED 085 141** RC 007 484

Arizona Commission of Indian Affairs 1972-73

**Annual Report.**

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 7 Sep 73

Note—25p; Related document is ED068217

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, \*Annual Reports, Communication (Thought Transfer), Government Publications, Periodicals, Projects, \*Reservations (Indian), Self Concept, State Legislation, \*State Programs, \*Tribes

Identifiers—\*Arizona

The Arizona Commission of Indian Affairs (ACIA) 1972-73 Annual Report studies conditions among American Indians residing in Arizona. The commission also has the responsibility for improving communications, understanding, and working relationships between all concerned. Another goal is to promote understanding and fellowship in the areas of Indian affairs as well as to cooperate and assist the tribes in developing self-determination. The report covers: (1) Arizona Indian town hall conference (water rights); (2) commission appointments; (3) financial audit; (4) commission legislation; (5) Indian seminar (sub-committee on taxation); (6) reservation flood areas (resolution); (7) televised educational programs; and (8) publications. A special feature on the Cocopah Tribe is included. Projects completed for the 1972-73 year are (1) Tribal Directory 1973; (2) Senate Bills 1238 and 1025—Commission's Enabling Legislation; (3) Reservation Flood Control (resolution); (4) Office of Economic Opportunity funding cutback; (5) Indian Federal Legislative Digest; and (6) Sub-committee on Taxation. (FF)

**ED 085 142** RC 007 487

Briggs, Vernon M., Jr.

**Chicanos and Rural Poverty. Policy Studies in Employment and Welfare Number 16.**

Pub Date 73

Note—81p.

Available from—John Hopkins University Press, Baltimore, Md. 21218 (\$1.95)

**Document Not Available from EDRS.**

Descriptors—Agricultural Laborers, \*Economic Disadvantage, Ethnic Groups, Federal Programs, \*Labor Market, \*Labor Supply,



\*Manpower Utilization, \*Mexican Americans, Migrants, Retraining, Socioeconomic Status, Spanish Speaking  
Identifiers—\*Chicanos

The text describes the lives and welfare of the Chicanos as affected by development in rural economy; particularly in the Southwest, where they have their highest population concentration. The study does not seek to perpetuate the myth that Chicanos as a group are tied intrinsically to rural sections; most are not. Nonetheless, many still are, and will be for some time. It does investigate their high rate of rural poverty, which has assumed a character that is distinctly different from the plight of other groups and regions. This policy paper is an outgrowth of a Center for the Study of Human Resources project (University of Texas at Austin). Contents include (1) general background; (2) special considerations; (3) rural labor market of the Southwest; (4) labor supply and public policy; (5) effect of general agricultural employment policies; (6) influence of manpower policy and (7) concluding observations. The report observed that there was an obvious need for retraining, welfare reform, and income maintenance programs. (FF)

ED 085 143 RC 007 488

Griffiths, V. L.

The Problems of Rural Education. Fundamentals of Educational Planning--7.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.  
Pub Date 71

Note--37p.

Available from--UNESCO Publications (NAIP), 317 East 34th Street, New York, NY 10016 (B.2411; \$1.50)

Document Not Available from EDRS.

Descriptors--\*Developing Nations, \*Economic Development, \*Educational Planning, Living Standards, Needs, Public Facilities, \*Rural Schools, \*Social Factors, Teachers

The part played by rural schools that give a general education and the effect such schools have on rural development are explored in this booklet. Information is based on 21 years of experience in the Sudan and on observation during visits to East and West Africa, the Middle East, and the West Indies. Major topics are common solutions, rural needs, and planning requirements. The section on planning requirements is divided into information on the base line for planning; possible objectives, including a minimum, maximum, and intermediate objective; and the teaching staff. The appendix consists of an example of an intermediate stage project emphasizing expert staff, costs, relationships, and follow-up. (PS)

ED 085 144 RC 007 489

Estimates of Resident Indian Population and Labor Force Status; By State and Reservation: March 1973.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jun 73

Note--19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*American Indians, \*Eskimos, \*Labor Force, Minority Groups, Population Distribution, \*Reservations (Indian), Statistical Data, Tables (Data), \*Unemployment

The labor force report includes all American Indians 16 years and older except for those who cannot work because they are attending school, caring for children, or because of disability, retirement, or age. The total population distributed by broad age groups and by sex is given. Labor force status is not known for the various age groups. Since information is lacking, labor force status is not estimated for over 30,000 Indians, mostly the rural California group. The local agency offices of the Bureau of Indian Affairs estimate the figures using whatever information is available. Accuracy varies from place to place; it is particularly difficult to estimate for Alaska, Oklahoma, and the Navajo reservation where Indians are scattered over enormous geographic areas. The term resident Indian means Indians living on or near Federal reservations. It also includes Indians living in former reservation areas of Oklahoma, and all Indians and Alaska Natives in Alaska. (FF)

ED 085 145

Napier, Ted L.

Rural Urban Differences: Myth or Reality?

Ohio Agricultural Research and Development Center, Wooster.

Report No--OARDC-R-BULL-1063

Pub Date Oct 73

Note--17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Attitudes, \*Community Attitudes, Education, Mobility, \*Models, \*Rural Urban Differences, \*Socioeconomic Influences, Values

Identifiers--\*Ohio

The major purpose of this bulletin was to discuss the relationship of place of residence to selected attitudinal and socio-economic characteristics. A theoretical model of social scale was presented and subjected to empirical test, using attitudinal data collected from rural and urban residents in several Ohio communities. Major variables were community identification, community satisfaction, physical mobility, educational commitment, familism, socio-economic status, and value orientation. Data was collected by systematic sampling using a structured questionnaire based on Likert-type scales. Place of residence appeared to remain a factor in the explanation of attitudinal differences on a micro-level basis, but is of less utility in explaining differences in other social phenomena on a macro-level basis. (PS)

ED 085 146

Giesecke, G. Lee

A Comparison of Computerized Techniques for Recognized Spanish Names.

Human Resources Research Organization, Alexandria, Va.

Spons Agency--Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).

Report No--DAHC-15-73-C-0131; HumRRO-PP-9-73

Pub Date Oct 73

Note--26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Classification, Codification, Comparative Analysis, \*Computer Science, \*Information Processing, \*Input Output Analysis, \*Spanish Speaking, Tables (Data)

The results of various computerized coding techniques used to identify persons of Spanish derivation were compared to questionnaire responses in which people identified themselves as Spanish. The coding techniques classified names as Spanish and non-Spanish using the following: census surnames; Morton surnames; "Broad" Spanish surnames; "Narrow" Spanish surnames; the Buchley technique; "Broad" Spanish first names; "Narrow" Spanish first names; and combinations of these lists. For each coding technique an estimate was calculated for the proportion of persons with Spanish names not classifying themselves as Spanish and persons classifying themselves as Spanish who did not have Spanish names. These estimates were for the United States as a whole and for groupings by geographic area, age, educational attainment, and percentile on the Armed Forces Qualification Test. Data were obtained from the U.S. Air Force Airman Sample Survey of March 1971 and the Air Force Master File of male enlisted personnel (June 1971). It was found that outside of the 5 Southwestern states and at higher educational and aptitude levels, the name recognition procedures include increasing proportions of persons who do not classify themselves as Spanish. Data are presented in tabular form. (NQ)

ED 085 147

95

RC 007 492

Sandstrom, Roy H., Ed.

Clash of Cultures: A Report of the Institute on "The American Indian Student in Higher Education" (Saint Lawrence University, July 10-28, 1972).

Saint Lawrence Univ., Canton, N. Y.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Xerox Corp., Rochester, N. Y.

Pub Date 20 Jul 72

Note--132p.; Related document is ED060973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Achievement, Adult Education, American Indian Culture, \*American Indians, \*Community Development, Curriculum

RC 007 490

Development, Educational Innovation, Educational Objectives, Financial Support, \*Higher Education, History, Information Services, \*Teacher Education, Vocational Education, \*Workshops

The report on The American Indian Student in Higher Education acts as a guide for Indian students and as a resource for educators. The practical objectives of this Institute could be broadly defined as the transmission of a sensitivity for the special problems of prospective Indian students in gaining entrance to any one of a variety of educational institutions and successfully completing the course study. Specific problems which were given attention include admissions, financial aid, counseling, developmental education, curriculum reform and Native American studies, continuing and adult education, vocational education, and teacher education programs. The report emphasizes the preeminent need for developing multicultural teacher education. Teacher training which develops a sensitivity to Native American concerns might be the key to the improvement of Indian education. Three model teacher training programs and the recommendations of the teacher education workshop committee are given as guides for the development of improved programs at teacher colleges. The report also conveys an overall knowledge and understanding of historical and contemporary Indian culture, life experience, and conflicts with the dominant society. (FF)

ED 085 148

24

RC 007 493

Dean, David H.

Community Schools in Rural Areas.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Bureau No--BR-6-2469

Pub Date Jan 74

Contract--OEC-1-6-062469-1574(10)

Note--27p.

Available from--National Educational Laboratory Publishers, Inc., P.O. Box 1003, Austin, Tex. 78702 (Stock No. EC-005; \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Community Schools, Dropout Rate, \*Educational Opportunities, \*Educational Programs, \*Legislation, Needs, Program Development, Recreational Programs, \*Rural Areas, Social Opportunities

The role of community school programs in rural schools is discussed in this paper. Major topics are community school program elements, legislation affecting rural community school programs, indications of need for community education principles, programs to remediate rural school deficiencies, and recommendations for program development. Where research has been carried out, there are indications that dropouts have declined, that social and recreational programs have been strengthened, and that residents have enjoyed greater involvement due to community school programs. Fourteen suggestions for rural school districts interested in establishing a community education program are listed. (PS)

ED 085 149

RC 007 494

Savoy, Gordon H.

Archery--a Catalyst for Subject Integration.

Pub Date Oct 71

Note--11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--\*Archery, Athletic Activities, \*Curriculum Design, Educational Methods, Instructional Design, Mathematics, Metric System, \*Outdoor Education, \*Physical Education, Program Effectiveness, \*Sciences, Teaching Guides

Identifiers--\*Canada

Archery involves skill development in P.E., mathematics, and science. Archery taught at the high school level has 3 main objectives: (1) to determine the distance an arrow will travel if shot into the air; (2) to introduce and familiarize pupils with the metric system; and (3) to reach some objectives laid out in the curriculum revision guides in mathematics and science--to stimulate critical thinking, to develop a process of seeking answers, and to develop ability and skills in 20 objectives, such as observing carefully and collecting and organizing data. The method of approach involves 3 lessons: (1) shoot arrows at 30 degrees, using the metric system as a means of

measurement; (2) vary the draw and measure distances and angles after firing arrows with 20, 30, 40, and 50 cm. draws; and (3) graphing draw distance to predict that, in all likelihood, with a 35 cm. pull the arrows would have an angle of impact ranging between 30-40 degrees. (FF)

**ED 085 150** RC 007 495

Savoy, Gordon H.

**Voyageurs '72: An Adventure Program for Eighth Grade Pupils. An Independent Study.**

Pub Date 72

Note—50p.; Available in microfiche only due to marginal legibility of original document

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Adolescents, Class Activities, \*Ecology, \*Environmental Education, Experimental Groups, \*Grade 8, Group Unity, \*Outdoor Education, \*Youth Programs

The study attempted to aid 8th grade students with an awareness and appreciation of their environment. A total of 30 volunteers, 7 girls and 25 boys, were used. Ages ranged from 12-15 and the volunteers were a random sampling of the population. Orientation and evaluation sessions were held the day before and after each exercise. Objective and self evaluation of the individual's and group's reactions to problems and stress helped determine the effectiveness of the program. Some conclusions were: (1) brigades were forced to work together as a team or suffer discomfort; (2) individuals learned to overcome some natural obstacles: extreme cold, slush, winds, hilly terrain, heavy underbrush; (3) participants were extended in covering the proposed route in the allotted time. Ten recommendations were listed, such as (1) the program is successful in strengthening individual character and (2) the program should be run in 4 phases for the 1972-73 school year to accommodate all grade 8 pupils that wish to be involved. (FF)

**ED 085 151** RC 007 496

Galkowski, Lawrence J.

**Influences Affecting Artistic Expression of Indian Children at the Pierre Boarding School.**

Pub Date Jun 71

Note—36p.; Available in microfiche only due to marginal legibility of original document. Master's Thesis, Northern State College, Aberdeen, South Dakota

Available from—Inter-Library Loan, Northern State College, Aberdeen, South Dakota

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*American Indians, \*Art Expression, \*Boarding Schools, Child Development, Creativity, Cultural Background, \*Environmental Influences, \*Handicrafts, Masters Theses, Self Expression, Student Reaction

Identifiers—South Dakota

The study determined factors which may influence the artistic expression of American Indian children at the Pierre Boarding school, South Dakota. To achieve this goal, 10 children were judged as having above average artistic ability and 10 as having average or below average artistic ability. Data were obtained by: (1) a thorough review of literature to gain a background for this study; (2) observations of the arts and crafts program at the boarding school at different intervals (an interview was also held with the instructor to involve him as a consultant for the project); and (3) interviews with each child in this study. It appeared that purposeful or meaningful use of time was directed to an expression of artwork, often artistic. Leisure time activities, family influences, and school activities affected students' artistic ability. The more artistic group scored consistently higher in artistic expression. Indian children usually expressed themselves manually rather than verbally, often artistically. Some recommendations were (1) classroom projects could be done through the art media; and (2) math could be taught through bending and wood working. (FF)

**ED 085 152** RC 007 498

Quinonez, Arnie A.

**A Follow-Up Study of Spanish-American Students from the Scottsbluff High School, Scottsbluff, Nebraska.**

Pub Date Jun 71

Note—49p.; Master's Thesis, Northern State College, Aberdeen, South Dakota

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Agricultural Laborers, \*Dropout Rate, Economic Factors, \*High School Students, Migration Patterns, \*Occupations, \*Spanish Americans

Identifiers—\*Nebraska

The purpose of this study was to evaluate the education that Spanish American students received from the Scottsbluff High School, Scottsbluff, Nebraska. Information was collected from 50 former students from the years 1965 and 1968 on their education, present status and suggested school improvements. Data were collected by direct and indirect interviews in: post-school occupations, drop-out ratio, educational progress, and spouse occupation. The investigation revealed that there is a definite trend toward the improvement of the Spanish American's position in the North Platte Valley. It was found that the Spanish Americans were finding more attractive positions in industrial, semi-professional or professional occupations; that there was a tendency for the largest percentage of dropouts to occur in grade 7 and diminish through grade 12; and that there is a definite relationship between the amount of education acquired and participation in community activities. (PS)

**ED 085 153** RC 007 499

Wagley, Leon A. And Others

**Community Development Guide. "A Guide for Restructuring Community Development in Agricultural Education."**

New Mexico State Univ., University Park. Coll. of Agriculture and Home Economics.

Spons Agency—Future Farmers of America Foundation, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Jul 73

Note—139p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Agricultural Education, \*Community Development, Community Health Services, \*Curriculum, \*Education, \*Economics, \*Guides, \*Housing, \*Instructional Materials, Land Use, Manpower Development, Recreational Facilities, \*Rural Areas, Social Services, Transportation, Vocational Education

Information designed to acquaint teachers, teacher educators, and state supervisors of agricultural education with the concepts, roles, and procedures for developing a community development curriculum is presented in this guide. The first section is concerned with suggestions for restructuring materials relevant to teaching community development in agricultural education. The second section suggests references and objectives for 18 subject areas which have particular significance for community development. It is noted that the resource units in the 18 different subject areas should be used to supplement basic instruction. The subject areas include analyzing jobs, manpower planning, vocational training, community health services, education, economics, community facilities, recreational activities, land use, planning and zoning, budgeting, transportation, local government community social services, organizations, rural-urban housing, ecology, and financing community development. (PS)

**ED 085 154** RC 007 502

Streiff, Paul R. And Others

**An Evaluation Project: The Pierre Indian School. Objective #1. Evaluation of the 1972-73 School Program. Final Report.**

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Pub Date Aug 73

Note—129p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*American Indians, \*Boarding Schools, \*Cocurricular Activities, Curriculum, Educational Needs, Educational Philosophy, Personnel Evaluation, \*Program Effectiveness, \*Program Evaluation, Psychoeducational Clinics, School Community Relationship, Social Services, \*Student Behavior

Identifiers—Bureau of Indian Affairs, South Dakota

The report deals with the program evaluation of the Pierre Indian boarding school located in South Dakota. The evaluation project was concerned with 3 major objectives: (1) an examination of the 1972-73 school program using a 5 stage model; (2) "backup and start over" assessment; (3) possible alternatives which may be derived from the first and second objectives. This

report is concerned only with objective one. The 5 stage model evaluates: (1) the adequacy of the educational needs assessment, including specification of goals and objectives; (2) the adequacy of program planning, including staff preparation, orientation, academic leadership; (3) adequacy of program implementation; (4) adequacy of internal evaluation of program progress; and (5) end of year student behavior outcomes. Listed are 12 findings, which include that there is general agreement that the school facility is not needed for general education of children, and almost all students today are admitted under social criteria, reflecting learning handicaps in large numbers. Eleven recommendations are also presented, e.g., serious effort should be made to design and install a program to meet the needs of children with severe social-emotional learning handicaps, and staff qualifications and competencies must be specified by the program designer(s). (FF)

**ED 085 155** 32 RC 007 504

**Annual Report of the Texas Child Migrant Program, ESEA, Title I, 1972-73.**

Texas Education Agency, Austin. Div. of Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Nov 73

Note—30p.; Related document is ED070554

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Instructional Programs, Mathematics Education, \*Migrant Children, Program Costs, \*Program Descriptions, \*Pupil Personnel Services, Reading, Summer Institutes, \*Summer Programs, Tables (Data)

Identifiers—\*Texas

Instructional programs and pupil services provided by the Texas Child Migrant Program during 1972-73 were described in this annual report. The programs were operated in kindergarten, grades 1-12, and a special preschool for 4 year olds. An enrichment program for migrant children in kindergarten and grades 1-12 was operated on various plans, and some districts operated a special 7-month school year program. In all the programs, the objectives were to provide pupil services including social services, clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food, as well as various instructional activities which had the most emphasis on reading, oral language development, English language arts, and mathematics. Major topics included program descriptions and funding, participation, pupil services, the instructional program, personnel in the migrant program, and the Texas Summer Child Migrant Program. (PS)

**ED 085 156** RC 007 505

Anderson, Sue Ellen, Comp. And Others

**North American Indians: An Annotated Resource Guide for the Elementary Teacher.**

Arizona State Univ., Tempe. Indian Education Center.

Pub Date 72

Note—119p.

Available from—Center for Indian Education, Farmer College of Education, Arizona State University, Tempe, Arizona 85281 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*American Indians, \*Annotated Bibliographies, Art Activities, Childrens Books, \*Culture, \*Elementary School Teachers, History, Languages, Music, Poetry, Reservations (Indian), \*Resource Materials, Tribes

The annotated bibliography for elementary teachers contains approximately 600 listings of resources about American Indians. The resources, which range from 1926-1972 (some are not dated), include materials prepared by Indians and non-Indians for Indian and/or non-Indian children. Sections in the bibliography are: Books for Children—Indians of North America; Books for Children—Indians of Arizona; Teacher Resource Books (art activities, poetry, and songs); Films; Filmstrips; Slides; Periodicals; and Records. Slides are listed by subject area. Other sources for materials are also given. (KM)

**ED 085 157** RC 007 506

Friedland, William H. Nelkin, Dorothy

**Migrant Agricultural Workers in America's Northeast.**

Pub Date 71

Note—281p.

Available from—Holt, Rinehart and Winston, Inc., Publishers, 383 Madison Avenue, New York, N.Y. 10017 (\$6.95).

**Document Not Available from EDRS.**

Descriptors—Adjustment (to Environment), \*Attitudes, Education, \*Environmental Influences, Ethnic Groups, Human Dignity, Labor Camps, Legal Problems, Leisure Time, \*Life Style, Migrant Children, \*Migrants, \*Sociocultural Patterns, Unions, Work Environment

The study explores the migrant labor system as it operates in the northeastern United States. It is concerned with how the system affects life in migrant labor crews, the details of daily routine, and the problems and adjustments made by the people to the circumstances in which they live. The 3 themes of the book are: (1) the disorganized and unpredictable character of migrant life; (2) the migrant's adaptation in day-to-day life to the disorganized character of his existence; and (3) the extent to which the migrant social system traps its participants. This book is a compilation of excerpts from field diaries written in the summers of 1966-68 by 16 students from Cornell University and Tuskegee Institute. These students, during summer seasons, became migrants, living individually in labor camps and working in the fields with a crew. Part 1, The Setting, includes: Going North on the Seasons; Migrant Labor Camps; The Crew Leader and His Control; and Work: Chaos as Order, the second section, contains: Personal Behavior; Interpersonal Relations; Leisure Time; and I Cut My Spirit and I Can't Pick a Thing. Section 3, Persistence or Change, covers: The Migrant and the Outside World; The Search for Solutions; and The Children. The Appendix explains Outsiders in the System. (KM)

**ED 085 158**

**RC 007 507**

Nash, Wilfrid Joseph, Jr.

**Go Look and See! Resource Guide for the Olean Public School System, Grades K Through 12.**

Olean Public Schools, N.Y.

Pub Date 71

Note—102p.; Master's Thesis, St. Bonaventure University, St. Bonaventure, New York

Available from—Wilfrid Nash, Olean Public Schools, Olean, N.Y. 14760

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Curriculum Enrichment, Elementary Grades, \*Field Trips, \*Instructional Innovation, \*Outdoor Education, Records (Forms), \*Resource Guides, Secondary Grades

Identifiers—\*New York, Olean

Policies and procedures for field trips are in this resource guide. The handbook is divided into 2 major sections: sites for trips by elementary school classes and sites for secondary classes. Elementary class sites are classified by resource and include agriculture, arts, conservation, educational guidance, food processing, historical museums and sites, home furnishing, manufacturing, mining and quarrying, recreation, communication and utilities services, consumer services, and public services. Within each category, sites are listed alphabetically. In the secondary section, sites are classified by subject area and include those related to art, business, English, foreign languages, history and social studies, homemaking, mathematics, music, and science. Major topics covered by the guide include the philosophy of field trips, general objectives, teacher planning, and rules and regulations governing field trips. Also included are copies of forms used by the Olean (New York) Public School System. (PS)

**ED 085 159**

**RC 007 508**

Locke, Patricia

**A Survey of College and University Programs for American Indians.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jul 73

Note—159p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*American Indians, \*College Programs, \*Educational Programs, Financial Services, Foundation Programs, Higher Education, \*Program Descriptions, School Surveys, Special Programs, \*Universities

Identifiers—American Indian Studies Programs

The publication contains information derived from a December '72-January '73 survey of institutions of higher education. Of 262 schools receiving questionnaires, 170 responded. Responses

are compiled without editing or revision. They indicated the number of schools offering programs of special interest to American Indian students and Indian affairs programs which may be open to non-Indian students as well. They also indicate the number of programs offered on the reservations or in Indian communities. The raw survey responses are given alphabetically by state, with the following exceptions: Connecticut, Massachusetts, New Hampshire, and Washington, D.C., were placed together under the heading "New England"; and Texas, Nevada, and Georgia also appear together. The survey is to be used by those planning programs involving American Indian administrators, faculty, and students. It is hoped that the data recorded here will encourage communication and exchange of curricula and program designs among schools. (Author/FF)

**ED 085 160**

**RC 007 509**

Locke, Patricia

**Higher Education: Background and Implications for American Indians.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date [73]

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, \*Community Colleges, Counselor Selection, \*Educational Innovation, \*Federal Programs, Government Role, \*Higher Education, Nonreservation American Indians, Post Secondary Education, Research and Development Centers, Reservations (Indian), Tables (Data), Treaties

Five basic discussions on post secondary education of American Indian students are presented in this paper. These are: (1) Are Indian studies programs in non-Indian colleges and universities providing quality education for Indian students? (2) Are Indian community colleges on the reservations and in the Indian communities providing a viable alternative to a quality education? (3) Where does the primary authority rest for Indian post secondary education—in the Bureau of Indian Affairs (BIA) or in the Office of Education under Health, Education, and Welfare (OEHEW)? (4) Indian students lose out financially and programmatically in minority studies programs when they compete with Black and Chicano students; and (5) There must be further office and agency (BIA-Interior and OEHEW) agreements on higher education function and entitlements. Four general recommendations are presented, e.g., there should be at least 1 national Indian university with appropriate graduate schools in conjunction with the proposed Research Institute. Specific recommendations are made for Indian studies in non-Indian colleges and universities, and community colleges on the reservations. Also included are 5 statistical appendices. (FF)

**ED 085 161**

**RC 007 510**

**Palm Beach County Health Department Migrant Project, Annual Progress Report, 1972-73.**

Palm Beach County Health Dept., West Palm Beach, Fla.

Spons Agency—Community Health Service (DHEW/PHS), Bethesda, Md.

Report No.—CHS-04-H-000213-0-9

Pub Date Apr 73

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Dental Health, Environment, Evaluation, \*Health Education, \*Medical Services, \*Migrant Health Services, \*Nursing, Objectives, Tables (Data)

Identifiers—\*Florida, Palm Beach County

Information about the Palm Beach County Health Department Migrant Project for 1972 is presented in this annual progress report. Information on services provided by the Project as prescribed by the Migrant Health Branch is included. Major topics include program objectives, relationships and contributions, staff orientation and training, a general appraisal of the year's achievements, medical services, dental services, nursing and outreach services, environmental health services, health education services, the Consumer Policy Board, and Third Party Reimbursement. The evaluation section of the report notes that there were increases in the number of migrants receiving service in clinics and private physicians' offices, in dental services, in the number of camp inspections made by the Environmental Health Services, and in the number

of services provided by the Health Education staff. (PS)

**ED 085 162**

**RC 007 512**

O'Shaughnessy, Hugh

**What Future for the Amerindians of South America? Minority Rights Group Report 15.**

Minority Rights Group, London (England).

Report No.—MRG-15

Pub Date May 73

Note—31p.

Available from—The Minority Rights Group, Benjamin Franklin House, 36 Craven Street, London WC2N 5NG (\$1.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Area Studies, Armed Forces, Attitudes, Church Role, Cultural Background, \*Ethnic Groups, \*Government Role, Health Services, History, \*Humanization, Human Relations, Indigenous Personnel, Individual Differences, Life Style, \*Living Standards, World Affairs

Identifiers—Amerindians, \*South America

Accounts of massacres, rumors of slavery, reports of exploitation and the fashionable preoccupation with ecology have all combined to create a conscience about the Amerindian peoples of South America. There now seems to be generalized feelings in Western Europe and elsewhere that something ought to be done about these peoples. The purpose of this report is to give a brief summary of the conditions of the various peoples, to sketch out what policies—if any—the governments of their various republics are adopting towards them, and to suggest ways in which their lot might be improved. The situation of the Indians in the Altiplano of Ecuador, Peru and Bolivia, and of the Mapuches in Chile and Argentina differs in character from that of South America's other autochthonous people. This report is concerned with the jungle and plain dwellers of the Amazon basin and adjacent lowlands, excluding the Guyanas and Argentina in detail. It covers the dimensions of the problem; church, army, and state attitudes toward native peoples; and future policy. A select bibliography and The 1971 Declaration of Barbados for the Liberation of the Indians (see RC007427) end the document. (FF)

**ED 085 163**

**RC 007 514**

**Outdoor Recreation Activities at Cispus.**

Cispus Environmental Center, Randle, Wash.

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Course Descriptions, \*Curriculum Design, Educational Equipment, High Schools, Junior High Schools, Lumber Industry, \*Outdoor Education, Physical Activities, \*Physical Development, \*Recreational Activities, \*School Recreational Programs, Student Centered Curriculum, Teaching Guides

Most of the activities in this booklet have been developed around skills related to the outdoors and, in particular, to the logging industry and forest fire fighting. The activities attempt to develop muscles, coordination skills, and teamwork. They also give the students (junior high school or high school) and staff the opportunity to do something that they have only read about, watched on T.V., or heard about. It puts the student in the role of logger or forest fire fighter. These activities are only suggested. There are lists of needed equipment in each of the activity sheets. Various types of equipment companies where they can be obtained, and approximate prices are also listed. (FF)

**ED 085 164**

**RC 007 515**

Street, Paul, and Others

**How Eastern Kentucky High School Seniors View Themselves Vis-a-Vis Their Schools.**

Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Feb 72

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Environment, Improvement, \*Rural Schools, \*School Role, \*Self Concept, \*Seniors, \*Student Attitudes, Tables (Data)

Identifiers—Appalachia

Seniors of 4 Eastern Kentucky high schools (166 boys; 149 girls) were administered semantic differential scales by which they rated first themselves, then their schools. The form used listed 9 pairs of terms, each representing a polarity scaled in 7 intervals. Results inferred that the student



who had a high regard for himself also had a high regard for his school. The boys tended to regard the school less highly than themselves. Although girls did not do so at an acceptable level of confidence, their means scores also favored themselves. Both sexes scored themselves above their schools on separate items of scale. A lack of comparable data, though, left some questions unanswered, such as what the students should have scored as a "healthy" estimate of one's self and school. (KM)

**ED 085 165** 32 RC 007 516  
**Annual Evaluation Report for Texas Child Migrant Program, 1970-71.**

Texas Education Agency, Austin. Div. of Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Nov 71

Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, Day Programs, Dropouts, Language Development, Mathematics, \*Migrant Children, \*Parent Participation, Personnel, \*Preschool Programs, \*Program Evaluation, Program Improvement, Reading Development, \*Summer Programs, Tables (Data)

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, \*Texas

The 1970-71 report for the Texas Child Migrant Program evaluates: participants; pupil personnel services; age-grade discrepancy; participation in major emphasis areas; parental involvement; migrant program personnel; summer institutes; staff development; the impact of Title I Elementary and Secondary Education Act (ESEA) Migrant Funds upon pupils in 20 extended day program; dropouts; graduate follow-up study of migrant children; child migrant preschool program; and the Texas Summer Child Migrant Program. The study of the ESEA program tries to determine if the efforts resulted in increased achievement as measured by standardized achievement tests. Major program objectives are to promote fluency in oral English and to raise reading comprehension levels. The study evaluation includes findings for grades 2-8 and summary analyses of standardized test scores for reading, language, and mathematics. Overall recommendations for the entire Texas program are that, during FY 72, all school districts should implement a comprehensive Parental Involvement Program; that institutions not willing to evaluate summer staff development activities should not be funded by ESEA; and that a special study be implemented to determine an adequate measure of migrant students' development. (KM)

**ED 085 166** RC 007 517

Martin, Patricia Miles

**Chicanos: Mexicans in the United States. A Stepping-Stone Book.**

Pub Date 71

Note—64p.

Available from—Parents' Magazine Press, A Division of Parents' Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, N.Y. 10017 (\$3.97)

**Document Not Available from EDRS.**

Descriptors—American Indians, Bilingualism, Cultural Exchange, \*Culture, Education, \*History, Immigrants, Labor Camps, \*Life Style, \*Mexican Americans, \*Migrant Workers, Neighborhood, Spanish Culture, Spanish Speaking

Written for second and third grade children, the book gives an account of Chicanos in the United States. Beginning with the Mayas, Toltecs, and Aztecs, it explains the history of Mexico, the Spanish conquest, and the northward movement of the "Mestizos". Subsequent chapters detail the immigration movement across the Rio Grande in search of work. Most of the immigrants at that time became migrant farm workers. A description of a migrant labor camp is given, and an explanation of urban "barrios". Chicano culture, the advantages of bilingualism, cultural discrimination, famous Chicanos today, and important contributions to American culture are also covered. (KM)

**ED 085 167** RC 007 521

**Annotated Bibliography of Articles Pertaining to Native North Americans.**

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date [72]

Note—53p.

Available from—Indian and Northern Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Saskatchewan (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Indian Culture, \*American Indians, American Studies, \*Annotated Bibliographies, \*Cultural Background, \*Educational Programs, \*Eskimos, Health, Legal Responsibility, Social Discrimination, Socioeconomic Status, Treaties

Identifiers—Metis

The annotated bibliography is designed to help a person find information about American Indians, Metis, and Eskimos of North America. It attempts to categorize and separate fields of interests. The books, magazines, and newspaper articles were printed from 1959-1971. Approximately 335 references are listed. Addresses are in the Appendix. The bibliography is designed to aid professional development in education. (FF)

**ED 085 168** RC 007 526

Jackson, Sheryl R. Kuvlesky, William P.

**Influence of Family Disability on Social Orientations of Homemakers Among Different Ethnic Populations: Southern Black, Western Mexican Farm Migrant and Eastern White Rural Families.**

Prairie View A and M Coll., Texas; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—TAES-216:15-69; USDA(CSRS)-RP-NC-90

Pub Date Jun 73

Note—44p.; Paper presented at the annual meeting of the American Home Economics Association, Atlantic City, June 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Anglo Americans, \*Expectation, \*Family Life, \*Handicapped, \*Housewives, Life Style, Mexican Americans, Migrants, Negroes, \*Role Theory, Rural Population, Sociocultural Patterns

The research explored whether or not the occurrence and degree of family disability introduced a distinguishable patterned set of social life views among homemakers and, if so, to what extent the patterns are general to different populations. Disability was defined as the inability to assume expected roles. Seven Mexican American migrant workers in California, 75 small town Blacks in East Texas, and 37 rural Whites in Vermont were studied. The social life orientation variables employed in this study were evaluation of life situation (relative to parents), improvement of life conditions (over last 5 years), life satisfaction, housing satisfaction, and marital satisfaction. Major conclusions were: (1) the occurrence of membership disability has a tendency to negatively influence, to a very limited extent, evaluations of levels of positive evaluation of improving life circumstances; (2) the occurrence of membership disability does not produce a negative impact on perceived life satisfactions; and (3) the level of disability among disabled families does not influence the views homemakers have of life progress and social satisfactions. (KM)

## SE

**ED 085 169** SE 012 236

Meier, Robert J.

**Science Programs in Elementary Schools of the Atlantic District of the Lutheran Church—Missouri Synod.**

Pub Date 69

Note—176p.; Ed.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-15,997 Microfilm-\$4.00, Xerography-\$8.20)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, \*Educational Research, \*Elementary School Science, Instruction, \*Program Evaluation, Religious Education, \*Science Education, Science Programs, \*Teacher Evaluation

Identifiers—Research Reports

Reported is a study to ascertain the status of science education and to identify ways in which the educational department of the synod could aid in the development of these science programs. There were 47 schools in the study enrolling 7,809 students. Questionnaires were used to gather data from teachers of sciences, grades three through eight, as well as from the principals in these schools. Classroom visits and interviews were conducted with principals and staffs in 19 randomly selected schools. A test of science knowledge was given to the eighth-grade students. Findings revealed that science was an integral part of the curriculum, usually taught in a semi-contained classroom but generally with a semi-departmentalized pattern with emphasis on special science teachers. Little laboratory work was evidenced with the tendency toward a relatively loose coordination of a text-centered total science program. The teachers themselves tended to have more extensive training in college science than their counterparts in the public school system. Performance on the science test, by the students, was considered satisfactory. A lack of consensus was evidenced on the role that should be played by the associated college and district office of education. (Author/EB)

**ED 085 170** SE 013 920

Sutherland, Barry

**An Evaluation of Two National Science Foundation Academic Year Institutes for Earth Science Teachers.**

Pub Date 70

Note—96p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-17,860 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, \*Earth Science, Educational Research, \*Evaluation, Institutes (Training Programs), \*Science Education, Science Institutes, \*Teacher Education

Identifiers—Academic Year Institutes, AYI, National Science Foundation, NSF, Research Reports

Reported is a study of the effectiveness of specially designed Earth Science teacher improvement programs, with emphasis on content competency. Thirty-three National Science Foundation (NSF) Academic Year Institute (AYI) participants from two 1969-70 institutes for Earth Science teachers were administered pretests of the Earth Science Achievement Test (ESAT), Watson-Glaser Critical Thinking Appraisal (WGCTA) Form YM, and the Wisconsin Inventory of Science Processes (WISP). Posttests of the same instruments were administered in May, 1970. A three-factor analysis of variance was used to analyze the data. The Scheffe method of determining significant differences between means was used for all significant F-ratio source of variation categories. All tests were made at the .05 level. Interpretation of the results indicated that the two NSF institutes were effective means of improving teacher content competency in the area of Earth Science. This was concluded with respect to the investigator's definition of effectiveness as being significant positive gains between pre- and posttest AYI participant group means on selected instruments used to measure content competencies. (Author/EB)

**ED 085 171** SE 013 939

Walker, Decker Fannin

**Strategies of Deliberation in Three Curriculum Development Projects.**

Pub Date 71

Note—269p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,568 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Art, \*Curriculum Development, \*Curriculum Planning, \*Curriculum Research, Doctoral Theses, Educational Research, \*Elementary School Science, Science Education

Identifiers—Research Reports

Reported is an analysis of the meetings of three university-based curriculum development projects (one in art and two in science for elementary school students) as plans were made for first versions of curriculum and materials. A content

analysis system of three phases was designed and judges were trained to apply the system to the transcribed discourse. In Phase I, judges identified what were referred to as episodes, i.e., ISSUES (argumentation on some point), EXPLICATIONS (impromptu lectures), REPORTS (recounting student activities), and BRAINSTORMS (generation of ideas). In Phase II, deliberate moves (remarks contributing to the accomplishment of deliberate tasks) were identified. In Phase III, judges classified the data appearing in the category identified as ARGUMENTS according to the subject of the data (e.g., students, teachers, schools, objectives, etc.) and according to the conditions under which the data originated. In Phase I, the corrected coefficients of agreement (Scott's pi) between the judges' analyses and the author's ranged from .50 to .60 and in Phase II between .65 and .70. In Phase III, the corrected coefficients of agreement ranged between .56 to .74. The findings were incorporated into a model of the process of curriculum development and the implications of this model for educational practice, theory, and research. (Author/EB)

ED 085 172 SE 013 948

Moltz, LaMoine Lee

The Development of an Instrument to Evaluate Sixth and Ninth Grade Students' Attitudes Toward Science and Scientists.

Pub Date 70

Note—176p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,833 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, Doctoral Theses, Educational Research, \*Elementary School Science, Science Education, \*Scientific Attitudes, Secondary School Science, Student Attitudes, \*Student Science Interests

Identifiers—Research Reports

Reported is the development of an attitude instrument based upon a grid of key statements about science and scientists and the use of the instrument to determine the attitudes of 981 sixth- and ninth-grade students (male and female) from rural, urban and suburban communities. The instrument consisted of statements about science and scientists which were obtained by questioning elementary, secondary and college students, plus scientists and science educators. Significant differences (higher) were found between sixth-grade suburban and ninth-grade rural and suburban students, as to their attitudes toward science, and sixth-grade rural and urban students. Ninth-grade urban students, as a group, scored significantly lower than did ninth-grade rural and suburban students, but higher than either of the sixth-grade groups. Male and female were not significantly different in respect to attitudes toward science and scientists. There was a significant positive relationship between the socio-economic backgrounds of the students and their responses to science and scientists, as well as between intelligence quotients and their responses. A drop in the attitude toward science and scientists was not apparent from the students in the study. It did show that suburban students, as a group, possessed a more positive attitude. (Author/EB)

ED 085 173 SE 013 959

Jacobs, Joseph H.

An Investigation of Structured Observation Experiences as a Self-Improvement Technique for Modifying Teachers' Verbal Behaviors.

Pub Date 71

Note—83p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,793 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Classroom Observation Techniques, Doctoral Theses, Educational Research, \*Interaction Process Analysis, \*Observation, \*Self Evaluation, \*Teacher Behavior, Verbal Communication

Identifiers—Research Reports

Reported is a study designed to determine whether changes in verbal interaction patterns would be demonstrated in classrooms of teachers who received observation training and used it,

using a structured checklist of classroom interaction. Twenty-six teachers, from different grade levels, were divided evenly into Experimental (E) and Control (C) groups. Teachers in the E group received three days' training in the use of an observation sign system checklist and subsequently made several 25-minute classroom observations in a period of six days. Teachers in the C group conducted their classes without the training or observation experiences. Data obtained from tape recordings were analyzed and coded, using Flanders' Interaction Analysis System. Ten categories of verbal behavior were identified. Twenty indices of teacher influence and pupil response were used to measure changes in the verbal interaction patterns of the teachers. Pre- and post-treatment means were compared and subjected to an analysis of covariance to test the significance of differences found. Teachers in the E group demonstrated significant changes in their verbal behaviors. Pupil participation increased significantly in the classes of the specially trained teachers (E group). Evidence was obtained that teachers can modify their own classroom verbal behavior patterns. (Author/EB)

ED 085 174 SE 013 992

Main, Cecil Lockwood, Jr.

A Comparative Study of Personality and Behavior of Selected Secondary Science and Non-Science Teachers.

Pub Date 71

Note—169p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-30,577 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Personality Assessment, Personality Studies, \*Science Teachers, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Characteristics

Identifiers—Research Reports

This study was concerned with personality and science teaching. An effort was made to determine: (1) whether secondary teachers had unique personality factors that were significantly different from secondary teachers in other subject areas, and (2) if personality factors of these science teachers were reflected in their classroom behavior as measured by a classroom observation instrument. The 80 science teachers of the study had state certification in science. The personality factors of two subgroups within the science teacher population were selected for statistical comparison from the upper and lower quarter of the ranked scores of a classroom observation instrument on all the science teachers. A comparison group of 35 non-science teachers was randomly selected from the secondary teacher population of the same school systems. The following conclusions are among those reached from the data analyzed in this investigation: (1) science teachers were found to be generally more reserved, calm and mature, and appeared more serious and taciturn; (2) in the group dependent versus self-sufficient factor, science teachers placed more toward the self-sufficient, resourceful polarity than the other teachers; and (3) female science teachers appeared to be more outgoing and warm-hearted, while male science teachers were more tough-minded, self-reliant, and realistic. (Author/EB)

ED 085 175 SE 014 016

Chamberlain, Virginia May

A Description of the Use of a Value Clarification Approach in the Teaching of Earth Science Classes.

Pub Date 71

Note—188p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-31,175 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Earth Science, Educational Research, Educational Strategies, \*Humanities, \*Instruction, Science Education, \*Secondary School Science, Teaching Procedures, \*Values

Identifiers—Research Reports

Reported is a descriptive study in which a value clarification approach—based on the work

of Rath, Harmin, and Simon, as reported in the book, VALUES AND TEACHING—was used for a three-month period in the author's instruction of four earth science classes in a medium-sized rural school. Two major concerns were of interest: (1) the value of science as a meaningful part of daily life, and (2) the integration of cognitive and affective objectives rather than emphasis upon one area at the expense of the other. Evaluation of the strategies used was based upon observation and upon opinionnaire data collected by means of instruments designed by the researcher. The following findings were included: (1) girls increased in their perception of relationships between the study of science and the problems of their daily lives; (2) the perception of positive relationships was at the same level for both boys and girls at the experiment's conclusion; (3) boys showed an increase in action activities related to science, e.g., voluntary science demonstrations and participation in ecological issues arising within the local community; and (4) analysis of the experimental and initiatory use of a value clarification approach led the researcher to be concerned about the effects of teaching strategies as being measurable in terms of changed student behaviors as a criteria of success. (Author/EB)

ED 085 176 SE 014 052

Hall, John Franz

The Use of History of Science Case Studies with First Year Education Students to Teach Skills Involved in Scientific Thinking.

Pub Date 72

Note—205p.; Ph.D. Dissertation, Oregon State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,854 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Case Studies, Doctoral Theses, Educational Research, \*Instruction, \*Science Education, \*Science History, Scientific Attitudes, \*Scientific Literacy, \*Teacher Education

Identifiers—Research Reports

The purpose of this study was to prepare and evaluate a series of 11 history of science case studies used to teach first year education students in a general science course. One hundred fifty-six students, randomly selected, made up the experimental group and were assigned to read the history of science case studies. A science textbook was assigned to be read by the control group of 154 students. The Burmester Test of Aspects of Scientific Thinking was administered to both groups. It was designed to measure five abilities (recognizing problems, understanding the relationship of evidence to hypotheses, understanding experimental conditions and the control of variables, making conclusions, and interpreting data) as case study objectives. Mean test scores were compared by analysis of variance, using the sex of the student as a covariate. The Nature of Science Scale was also administered. Analysis of data revealed that the mean test scores of the treatment group were significantly higher (0.05 level) than the control group on the total Test of Aspects of Scientific Thinking (TAST) and on the sub-test on the ability to make conclusions. No other significant differences were found, although all differences favored the experimental group. (Author/EB)

ED 085 177 SE 014 655

Currie, James Francis

A Study of the Effects of a Teacher Aide Experience on the Preparation of Secondary School Science Student Teachers.

Pub Date 70

Note—174p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-24,151 Microfilm-\$4.00, Xerography-\$8.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Methods Courses, \*Preservice Education, Science Education, Secondary School Science, \*Student Teachers, \*Student Teaching, \*Teacher Education

Identifiers—Research Reports

Reported is an investigation to determine and compare the effectiveness of two techniques of teaching a science methods course in secondary

education to prospective student teachers. Two methods were used: (1) an especially prepared methods course without teacher aide experience; and (2) an especially prepared methods course with teacher aide experience. Participants in the study were screened on the basis of grade point average and scores received on the Otis Quick Scoring Mental Ability Test and randomly assigned to two groups. Treatments included: Group I, Control Group, received instruction and live demonstrations; Group II received the same and participated in a teacher aide experience in a public school. Thirty-eight students were involved and data obtained by written pretest and the evaluation of the students' performance were used to compare the groups. Students in the experimental groups were superior in overall performance of selected teaching procedures but not necessarily in any specific teaching procedure. The former used more of the selected teaching procedures than did the students in the control group. (Author/EB)

**ED 085 178** SE 014 670  
Jones, Linda

**The Relative Effects of Alternate Instructional Sequences Including Interaction Analysis and Piaget-Type Interviews on Teacher Concerns and Behavior in Elementary School Science.**

Pub Date 70

Note—144p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-144 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, \*Elementary School Science, Instructional Improvement, \*Interaction Process Analysis, \*Learning Processes, \*Preservice Education, Science Education, \*Teacher Improvement

Identifiers—Research Reports

Two experiences designed to develop perceptual frameworks for bringing education course content into personal relevance were tested. The study examined the effects of two experimental and one control experiences on change in teacher behavior and concern level. Forty-nine beginning preservice teachers were randomly assigned to one of three treatments: (1) training an interaction analysis, (2) training in conducting and interpreting Piaget-type interviews with children, and (3) a control treatment of elementary school science methods. Teacher behavior and concern level were measured on a pre, post, delayed post basis. Science lessons taught one-to-one to elementary pupils were analyzed by the Instrument for Analysis of Science Teaching (Hall) for behavior data. Analysis of covariance with pretest scores as the covariate showed that the type of introductory experience made no difference in change in concern level and little difference in teacher behavior change. The interaction action group became more flexible than did the Piaget-type interviewing group. It was concluded that flexibility may be the first behavior factor of those examined to be altered by interaction analysis. (Author/EB)

**ED 085 179** SE 014 674

Brennan, John Wesley

**An Investigation of Factors Related to Safety in the High School Science Program.**

Pub Date 70

Note—196p.; Ed.D. Dissertation, University of Denver

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5674 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Facilities, Educational Research, \*Laboratory Safety, \*Safety, \*Science Facilities, \*Secondary School Science

Identifiers—Research Reports

The purpose of this study was to identify: (1) the types of accidents and the areas in which they occur in the high school biology, chemistry, and physics laboratory; (2) the contributing factors that cause accidents; and (3) the preventive measures practiced, and the success of the preventive measures. Four hundred and thirty science teachers representing all fifty of the United States were sent questionnaires to gather the data. Data

were analyzed for information for relationships of laboratory accidents with teaching experience, school enrollment, class enrollment, laboratory space, laboratory types, and individual and general laboratory stations. The second portion of the questionnaire was designed to procure information regarding: (1) the relationship of laboratory hazard areas to laboratory accident, (2) identification of contributory factors, and (3) identification of successful laboratory procedures. The general and statistical data provided significant relationship information leading to the conclusions: (1) generally, remedial groups have less accidents than others and advanced placement groups in general had the most; (2) class enrollment had a significant relationship to laboratory accidents as well as to laboratory space (3) fewer accidents occurred when individual laboratory stations existed; and (4) chemistry was more prone to laboratory accidents. (Author/EB)

**ED 085 180** SE 015 009

Galey, Minaruth

**The Development of Inquiry Through the Use of Television in First Grade Science.**

Pub Date 70

Note—125p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-6722 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, \*Educational Television, Effective Teaching, \*Elementary School Science, \*Inquiry Training, Instruction, \*Science Education, \*Television Instruction

Identifiers—Research Reports

Reported is an investigation related to the lack of preparation of elementary school teachers in the use of the new elementary science curricula which employ inquiry. It was suggested that television instruction could bring inquiry-oriented science lessons to the selected 123 students and at the same time provide an example of teaching with inquiry to the teachers involved. A pre- and posttest of the same form were administered to five treatment groups. The groups included two classes using television to watch six lessons, one class having introductory activities presented by the experimenter and the other not. Two groups did not have the instruction using television but had the same lessons. One group had the experimenter as teacher, the other group had the regular classroom teacher. The fifth group was the control group, continuing on its regular schedule. It was concluded that (1) inquiry teaching techniques were as effective in television lessons as in classroom lessons in helping first grade children develop and use the skills of classification; (2) student-designed follow-up activities for the television science lessons were as effective as teacher designed pre- and post-lesson activities for the same lessons in helping the children develop their skills of classification; and (3) students can be motivated by television lessons to continue experimenting of their own volition after the close of the program. (Author/EB)

**ED 085 181** SE 015 012

Marshall, Robert Bruce

**Three Methods of Science Instruction Using Fifth Level Students in a Non-Graded Elementary School.**

Pub Date 70

Note—176p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7659 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Achievement, Classroom Techniques, \*Concept Teaching, Doctoral Theses, Educational Research, \*Elementary School Science, \*Independent Study, \*Instruction, \*Student Centered Curriculum

Identifiers—Research Reports

Reported is a study to compare the effectiveness of three methods of instruction on science concept achievement, attitude toward science, and time to complete the unit of study. Self-directed independent study, self-directed group study and a combination of the two were used as methods of instruction for 52 students at the fifth grade level in a non-graded elementary school.

Results obtained by using three standardized tests were used for selecting, on a matched basis, the top 24 pupils who were then randomly placed in one of three groups. Pretests (Achievement Test for Measuring Science Concepts - Form A, and an adapted form of the Perrodin Attitude Toward Science Instrument) were given. Posttests (forms of the two pretests and the Hedges and MacDougall Attitude Instrument) were administered. Data were analyzed using Kruskal-Wallis and the Mann-Whitney U-test. No significant differences were noted on the posttests between the groups though there were differences on the pretest between two of the three groups. All showed some positive change in attitude toward science. The self-directed independent study group completed the unit more rapidly. All groups indicated negative feelings toward studying as a total class, favoring independent study or group study. All requested some degree of teacher help. (Author/EB)

**ED 085 182** SE 015 041

Wells, Russell Frederick

**A Study to Determine Whether General Concepts**

**Which are Commonly Taught by Motion Pictures can be Learned as Effectively by Sequential Still Photographs During Traditional Versus Self Paced Study Periods.**

Pub Date 70

Note—169p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-9478 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Botany, College Science, Doctoral Theses, Educational Research, \*Instruction, \*Instructional Media, Photographs, \*Science Education, Slides

Identifiers—Research Reports

Reported is a study investigating the use of sequential still photographs rather than motion picture or slides as a media for instructional purposes for a botany course at the university level. Six experimental groups of randomly chosen students viewed visual materials presenting given concepts by three modes—motion pictures, slides, and sequential still photographs, in either a traditional (timed) or self-paced (non-timed) study. Students were asked to extrapolate conceptual information from the presentation. Analysis of variance and correlational studies were used on the data. No significant differences were found between the three modes of presentation but a definite trend was evidenced favoring more effectiveness in using the static pictorial presentation than by using motion pictures. It was concluded that, although certain media are most effective in presenting specific concepts, learning did occur with each of the media. Consequently, the choice of a single medium for presentation of concepts must be based upon its effectiveness in learning, its availability, portability, expense, and study time required. (Author/EB)

**ED 085 183** SE 015 044

Horne, Norman Wayne

**A Comparison of Inquiry Activities in Elementary Science Classes by Means of Tape Recordings.**

Pub Date 70

Note—109p.; Ed.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-8340 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Curriculum, Doctoral Theses, Educational Research, \*Elementary School Science, \*Inquiry Training, Instruction, \*Learning Processes, \*Science Course Improvement

Project, Science Education

Identifiers—Research Reports

Reported is a study to determine differences between selected elementary Index, Revised Inquiry Index, percentage of class time spent in pupil experiment Index, Revised Inquiry Index, percentage of class time spent in pupil experiment and time spent in reading and/or extended viewing activities. Audio-tape recordings were made using materials from Science - A Process Approach in 10 rooms and from Concepts in Science in each of 12 rooms. The sample included grades two, three, and four. Differences were tested at the .05 level by a two-way analysis



of variance. Significant interaction between effects associated with grade level and with curriculum program was evidenced by the mean Complete Inquiry Index but not with the verbal. The mean of the Revised Index showed significant differences between grade levels. Time spent in activities of pupil experiment was significantly greater in the process group than in the concept group. The former spent only 1.6 percent of class time in reading and/or extended viewing of activities. It was concluded that adoption of new curriculum programs accounts for real changes in the classroom. (Author/EB)

ED 085 184

SE 015 049

Heath, Phillip Allen

**The Effect of Contemporary Elementary Science Programs of Selected Aspects of Science Reading Achievement.**

Pub Date 70

Note—210p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,163 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Doctoral Theses, \*Educational Research, \*Elementary School Science, \*Instruction, \*Reading Achievement, Science Education, \*Teaching Methods

Identifiers—Research Reports

The study presents a comparison of reading skills achievement among a group of fourth-, fifth-, and sixth-grade students who were taught in a contemporary elementary science program and a similar group taught by a textbook oriented approach. Two forms of "A Science Reading Test," developed during the study, were used to assess the student achievement of the selected reading skills. Norms were developed and testing procedures standardized for the instrument. A pretest was given to each student and a posttest was administered six months later. The mean achievement gain scores of the two samples were statistically compared with respect to four specific null hypotheses using a t-test for independent samples. The analyses indicated that there was a significant difference between the means of the achievement gain scores of the samples. It was concluded that the students in Sample I, contemporary programs, achieved the selected reading skills and abilities to a significantly greater extent than those in Sample II, textbook oriented programs. The difference in word meaning was significant at the .05 level. The differences in critical reading, comprehension, and general reading achievement were significant beyond the .01 level. (Author/EB)

ED 085 185

SE 015 050

Holliday, William Gibson

**An Analysis of Science Instructional Techniques Using Different Media in Learning and Testing Modes.**

Pub Date 70

Note—137p.; Ph.D. Dissertation, University of Texas, Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,555 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Biology, Doctoral Theses, Educational Research, \*Instruction, \*Instructional Media, \*Learning Activities, \*Media Research, Science Education, \*Secondary School Science, Tape Recordings

Identifiers—Research Reports

Presented is an analysis of science instructional techniques using different media (printed material and/or audio tapes) in learning and testing modes. Three hypothetical concepts in biology and a retention test for each were developed. Three hundred fifty tenth-grade biology students were randomly assigned to nine subgroups which were identifiable by the unique combination of programed text format group-paced delivery techniques utilized for each in the learning and subsequent testing sessions. Analysis of covariance indicated that there was no advantage either in presenting the verbal information using a combination of audio and printed media simultaneously nor in using the same media in the learning and testing sessions. (Author/EB)

ED 085 186

SE 015 060

Frior, Faith Elizabeth

**The Relationship Between an Inquiry Teaching Approach and Intellectual Development.**

Pub Date 70

Note—92p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-12,569 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Cognitive Development, Divergent Thinking, Doctoral Theses, Educational Research, \*Inquiry Training, \*Instruction, Learning Theories, \*Logical Thinking, Science Course Improvement Project, \*Secondary School Science

Identifiers—Research Reports

Reported is a study using tasks described by Piaget and Inhelder to evaluate changes in reasoning ability. The tasks were to evaluate the development of interpositional logic, i.e., formal operations. The tasks used were validated using a formal operational population. They were administered at the beginning and end of the school year to eighth- and ninth-grade learners enrolled in science courses using newly developed science curricula. Control groups taking general science were evaluated at each grade level. Analysis of covariance was used to control differences between groups. The study showed that logical thinking processes can be evaluated using the Piagetian tasks. It was found that some curricula were effective at specific grade levels. The Time, Space and Matter curriculum was significantly more effective than were either the Introductory Physical Science (IPS) or Earth Science Curriculum Project (ESCP) materials. IPS was significantly better than the ESCP curriculum. At the ninth-grade level, both ESCP and IPS were significantly better than the control, and the IPS curriculum was significantly better than the ESCP curriculum. It was found that sex and IQ were not significantly related to gain in logical thinking ability. (Author/EB)

ED 085 187

SE 015 066

Henson, Stanley Joe

**A Study of the Science Achievement of Earth Science Curriculum Project Students From Different Socioeconomic Areas.**

Pub Date 70

Note—78p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,165 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, Doctoral Theses, \*Earth Science, Educational Research, \*Instruction, Prediction, Science Course Improvement Project, Science Education, Scientific Attitudes, \*Secondary School Science, \*Socioeconomic Influences

Identifiers—Research Reports

Reported is a study to compare science achievement of 318 ninth-grade students who came from different socioeconomic areas but all enrolled in an Earth Science Curriculum Project (ESCP) program. The students were divided into three socioeconomic groups: upper, middle, and lower. All were given a pretest in science achievement, a posttest, an intelligence test, and an attitudinal scale examination. To find a significant difference among the groups, the analysis of covariance was implemented. The science achievement pretest, intelligence test and attitude inventory served as controls to measure science achievement during the school year. The Duncan's Multiple Range Test was applied to each group to find any significant difference between groups. The t-test and multiple correlating were implemented to find relationships between the students' intelligence and attitude and their post-test. The F value derived for the three groups was significant at the .05 level. The Duncan's test revealed a significant difference between upper and middle socioeconomic groups and the upper and lower groups. There were no significant differences between the middle and lower socioeconomic groups. Intelligence was an influencing variable on the students' science achievement. The variable of attitude and science achievement showed no significant relationships. (Author/EB)

ED 085 188

SE 015 069

McKinnon, Joe Wallace

**The Influence of a College Inquiry-Centered Course in Science on Student Entry into the Formal Operational Stage.**

Pub Date 70

Note—86p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-12,596 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*College Science, \*Discovery Processes, Doctoral Theses, Educational Research, \*Inquiry Training, Learning Processes, \*Problem Solving, \*Science Education

Identifiers—Piaget, Research Reports

Reported is an examination of the effects of a newly devised science course upon the logical thought processes of college freshmen. Five tasks designed to determine whether the student did thinking logically when presented with problems of conservation of volume, reversible operations, reconciliation of irrelevant variables, and elimination of irrelevant variables were used with two groups of randomly assigned students. Pre- and posttests were administered using these same tasks after the experimental group was exposed to the course. The students of interest were those who had not met the qualifications for the highest (formal) stage of logical thought. The study found that 51 percent of the students tested were operating at Piaget's lowest level of operational thought with another 27 percent not having attained his criteria for formal thought. Using a specially developed scoring scale, individual pre- and posttest differences were compared and summed to show net growth in thought processes of each group. An F-ratio showed significance in favor of the experimental group at the .001 level. Associated data collected and compared with Piagetian scores indicated that high school physics had no effects upon female capability to think logically. Correlations of ACT scores with Piagetian data indicated near zero relationships for students scoring less than 22 on the ACT. It was ascertained that the criterion of logical thought does not seem to be a desiderata for college entrance. (Author/EB)

ED 085 189

SE 015 071

Nickel, John Max

**A Study of the Relationship Between Student Teachers and Cooperating Teachers as Determined by Interaction Analysis.**

Pub Date 70

Note—81p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,399 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Cooperating Teachers, Doctoral Theses, Educational Research, Interaction Process Analysis, \*Science Teachers, \*Secondary School Teachers, \*Student Teacher Relationship, Student Teachers, \*Teacher Behavior

Identifiers—Research Reports

Reported is a study to determine changes in classroom verbal behaviors of 23 student teachers in secondary science and the relationship of the behaviors of their respective cooperating teachers to these changes. The investigator attempted to identify the relationship between perception of the student teacher by the science students and the observed behavior of the student teachers. The student teachers and cooperating teachers were observed and their verbal interaction was encoding using the Verbal Interaction Category System. Observations were made in three phases during an eight-week period. Two observations were made for each of 23 cooperating teachers prior to the time the student teachers taught the same pupils. This analysis was used as a basis of comparison with the verbal behavior of the student teachers. The Michigan Student Questionnaire was administered during the final two weeks to provide an assessment of student attitudes toward the student teacher and the school work. (Author/EB)

ED 085 190

SE 015 081

Bartholomew, Roland Burdett

**A Study to Determine the Effect of Earth Science Instructional Models on the Investigative Teaching Behaviors of Experienced Science Teachers.**

Pub Date 70

Note—210p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,175 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, \*Earth Science, Educational Research, \*Instructional Improvement, Science Course Improvement Project, \*Teacher Behavior, \*Teacher Education, \*Teacher Improvement

Identifiers—Research Reports

Reported is a study to ascertain if experienced science teachers would modify their teaching behavior after observing and studying an instructional model; to ascertain if changes in teacher behavior after this experience would be in the direction of the model; to determine the relative effectiveness of different displays of the instructional model on modification of teacher behavior; to assess the effect of the instructional models; and to determine if the use of television techniques in a microteaching format effected change in teacher behavior of the 27 experienced science teachers involved in the study. The teachers, assigned randomly to five treatment groups, each taught the same Earth Science Curriculum Project investigation to two different groups of students in a microteaching format. Video-tapes of pre- and post-lab discussions were made. A modified form of the Flanders' Interaction Analysis system was used to obtain IR scores. The findings showed that teachers did change their investigative teaching behavior after seeing an instructional model. Teachers viewing their own teaching performance and then viewing a video-tape instructional model had the most variability of change. The effect of the models in the pre- and post-lab sessions was similar. Television techniques in a microteaching format were found effective in changing teacher behavior. It was concluded that these techniques for changing teacher behavior have potential for any teacher training program. (Author/EB)

ED 085 191

SE 015 084

Irwin, Roger Scott

**A Comparative Study of the Effect of Certain Factors on the Teaching Behavior of Preservice Elementary Teachers of Science.**

Pub Date 70

Note—113p.; Ph.D. Dissertation, University of Texas, Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,562 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, Elementary School Teachers, Instruction, \*Preservice Education, \*Science Instruction, \*Student Centered Curriculum, \*Teacher Behavior, Teacher Improvement

Identifiers—\*Research Reports

Reported is a study to determine to what extent the child and the instructional task influence the teaching behavior of pre-service elementary teachers. Tests of differences in mean pre- and post-instruction scores on 18 behavioral factors were analyzed for 86 subjects (senior-level education majors in an experimental elementary science methods course). Three treatment groups were formed. All received interaction analysis instruction; Group 1 taught the same science lesson (pre- and post-instruction) to different pairs of children (grades two and three) in a low ratio setting; Group 2 taught different pre-post lessons to the same students; and Group 3 taught different lessons to different pairs of children. The lessons were audiotaped and analyzed using the Instrument for Analysis of Science Teaching (IAST v.2). Only chance differences were noted in all behavior patterns except teacher flexibility. Changes as demonstrated by subjects within each group showed a significant decrease in the ratio of extended teacher-talk to total-teacher talk in Groups 1 and 3 only. It was concluded that where differences occurred, the children taught

influenced teaching behavior more than did the instructional task. (Author/EB)

ED 085 192

SE 015 085

Mills, Terence John

**Prospective Elementary Teachers' Problem Solving Behavior, Effects of Critical Thinking, Cognitive Style, and Preferred Teaching Level.**

Pub Date 70

Note—105p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,402 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Cognitive Development, Doctoral Theses, Educational Research, Elementary School Teachers, \*Preservice Education, \*Problem Solving, Science Instruction, Science Teachers, \*Teacher Behavior

Identifiers—\*Research Reports

Presented is an exploration of the behavior of 27 pre-service elementary school teachers in an elementary science methods course when solving task oriented problems. A determination of the effects of critical thinking, cognitive style, and choice of teaching level (independent variable) on problem solving efficiency (dependent variable) was also studied. Each student was video taped and responses were recorded and converted into transitions which, when combined into kinematic graphs, preserved the range, sequence, and frequency. Criteria for problem solving efficiency were determined and analysis of variance computed to compare independent variables. No significant effects on problem solving efficiency could be attributed to critical thinking ability, descriptive, part-whole or relational-contextual cognitive styles, and choice of teaching level. No one strategy as described by kinematic graphs was consistently employed by the students when solving task-oriented problems which offered alternative solutions. (Author/EB)

ED 085 193

SE 015 087

Staley, Frederick Allan

**A Comparison Study of the Effects of Pre-Service Teachers Presenting One or Two Micro-Teaching Lessons to Different Sized Groups of Peers on Selected Teaching Behaviors and Attitudes in an Elementary Science Methods Course.**

Pub Date 70

Note—259p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,980 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, Elementary School Teachers, Instruction, Microteaching, \*Preservice Education, \*Science Instruction, \*Teacher Attitudes, Teacher Behavior, \*Teacher Education

Identifiers—\*Research Reports

Reported is a comparison of paradigms considered as useful and efficient for teacher preparation institutions having large pre-service teacher enrollments, limited instructional and supervisory personnel, and limited amounts of class contact time. Pre-service teachers' attitudes toward elementary school science and the experiences of presenting micro-lessons to peers were considered. Two hundred forty pre-service teachers were randomly assigned to one of six micro-teaching laboratory groups. All subjects had the same kind of learning experiences except for type of micro-teaching paradigm used. Feedback and evaluation were provided via a Micro-Teaching Rating Scale used by the peers as pupils. These evaluations were later used to analyze differences in teaching behaviors between treatment groups. All subjects later taught a micro-lesson, using the same plan, to groups of elementary school children. An Audio-Tape Analysis Instrument was used to analyze teachers' behaviors. There were no significant differences (.05 level) between treatment groups and no significant interaction effects in the teachers' behaviors. A few significant differences were found between teaching behaviors and attitudes between treatments. (Author/EB)

ED 085 194

SE 015 092

Nicholas, John Raymond

**Modality of Verbal Instructions for Problems and Transfer for a Science Hierarchy.**

Pub Date 70

Note—231p.; Ph.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-15,853 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Aural Learning, Doctoral Theses, \*Educational Research, Instruction, Junior High School Students, \*Learning Processes, \*Secondary School Science, Verbal Learning, \*Visual Learning

Identifiers—Research Reports

Reported is a study of the effect of aural versus verbal mode of presentation of tasks compared with respect to their effect on the degree of lateral transfer. Three tasks each requiring the derivation of a general rule describing a multiplicative relationship were selected. Pretesting on the final task and two transfer tasks using tasks presented in both visual and aural modes, assessment on the subordinate skills and posttesting on the final and transfer tasks constituted the technique used for the study. Ninety 12- and 13-year old subjects who failed to score at all on any of three pretest tasks were selected and assigned to 10 experimental conditions. Two groups had no further testing. Four groups were tested on the hierarchy skills using the aural modality for task presentation and four were tested using the same tasks but with visual modality. All were given the final and transfer tasks as posttests. Scores on the initial and retests showed that the attainment of simpler related skills resulted in the establishment of higher-order skills. The success on the transfer tasks was shown to depend on success on the final task but not on the modality of the transfer tasks nor on the modality of the tasks in the learning hierarchy. (Author/EB)

ED 085 195

SE 015 100

Hovey, Larry Michael

**Measuring Science Curriculum Improvement Study Teachers' Attitudinal Changes Toward Science.**

Pub Date 70

Note—222p.; Ph.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-15,792 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, Elementary School Science, Inquiry Training, \*Science Course Improvement Project, \*Science Teachers, \*Teacher Attitudes, \*Teacher Experience, Teacher Improvement

Identifiers—Research Reports

Investigated were three questions related to the relationship between a science teacher's attitude regarding the use of a newer science program, in this instance the Science Curriculum Improvement Study (SCIS): (1) Could the Projective Tests of Attitudes, originally designed for fifth-grade students, be modified for use with adults? (2) Is there a relationship between the experience a teacher has with the use of SCIS and his attitude toward the scientific process? and (3) Is there a relationship between the type of training for using SCIS and the teacher's attitude toward the scientific process? Eighty-eight K-6 teachers were divided into groups with no experience teaching SCIS, with less than a year of experience, and with between one and two years of experience teaching the program. Thirteen subjects with neither experience nor training with SCIS constituted the control group. A modified version of Lowery's Projective Tests of Attitudes (PTOA) was used for interviews with each. From the primary analysis of the data it was concluded that training to use a program, prior to actual classroom use, did seem to affect attitudes. Yet, once the "realities" of the classroom were encountered, it seemed that training "per se" no longer made a noteworthy difference between groups. The majority of subjects did respond positively toward experimenting. The PTOA could be used with adults with specific modifications made. (Author/EB)

ED 085 196

SE 015 101

McClelland, John Andrew Gerald

An Approach to the Development and Assessment of Instruction in Science at Second Grade Level: The Concept of Energy.

Pub Date 70

Note—205p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-12,134 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Concept Formation, Conceptual Schemes, \*Curriculum Development, Doctoral Theses, Educational Research, \*Elementary School Science, Grade 2, \*Instruction, Learning Processes, \*Scientific Concepts

Identifiers—Research Reports

Reported is a study which formed part of the development of a conceptually oriented curriculum in elementary science. A new approach to the introduction of concepts of energy was presented at the second grade level (three second-grade classrooms). A sequence of five lessons, in audiotutorial format, covering energy concepts selected, were developed, trial-tested, revised and then presented at weekly intervals. Tests were developed to assess meaningful learning. Two picture tests were administered to the entire sample, one week apart, following the end of instruction. The first was readministered four weeks later. One group, randomly selected, had six individual interviews (approximately 15 minutes long). Two interviews were non-science to establish rapport. The next two were given following the two picture tests respectively. Scores on the tests were adjusted according to the ability of the student to justify a previous response. The final two interviews concerned new pictures and materials. Exactly half of the interview group showed satisfactory generalizability of all the basic forms of energy. Ten percent showed a satisfactory concept of energy as an entity. None showed a satisfactory concept of energy conservation. Scores corrected through interview were almost all higher than raw scores on the picture tests which suggested that these tests underestimated achievement. Test-retest reliability was 0.75. (Author/EB)

ED 085 197

SE 015 108

Wolfson, Morton Louis

A Consideration of Direct and Indirect Teaching with Respect to Achievement and Retention of Learning in Science Classes.

Pub Date 70

Note—79p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,671 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Chemistry, Doctoral Theses, Educational Research, \*Effective Teaching, General Science, Instruction, \*Physical Sciences, Science Education, Secondary School Science, \*Teacher Evaluation

Identifiers—Research Reports

Reported is a study to examine the relative effectiveness of high indirect (I/D) ratio teaching to low I/D ratio teaching in increasing student's knowledge in chemistry and general science. Four high school chemistry teachers and four general science teachers of grades eight and nine in junior high school with their respective classes were considered. The teachers were coded and taped several times (at least nine) during the year and data were analyzed according to Flanders' Interaction Analysis so that an I/D ratio could be obtained for each teacher. Achievement of chemistry students was determined by the Regents Examination in Chemistry. The general science students took a standardized final examination in June as an achievement test, and retook the same test in October as a retention test. Analysis of variance was used to evaluate differences in achievement and retention of learned materials. Where significant F ratios were obtained, Duncan's New Multiple Range Test was applied to determine which means accounted for the significance. It was found that high I/D ratio teachers produced statistically significantly higher achievement on the parts of their students in each case. (Author/EB)

ED 085 198

SE 015 309

Prusso, Kenneth Wallace

The Development of a Scheme for Analyzing and Describing the Epistemological Criteria Adhered to in Secondary School Natural Science Classroom Communication.

Pub Date 72

Note—190p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-27,207 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Instruction, \*Scientific Enterprise, \*Secondary School Science

Identifiers—Epistemology, PREPSTAN Scheme, \*Research Reports

Reported is a description of a system developed for diagnosing the epistemological characteristics of secondary school science teaching. Lessons were analyzed to determine whether they were epistemologically consistent with science. If not, changes were prescribed which could make the information consistent with science. The "Profile and Epistemological Analysis Scheme" (PREPSTAN scheme), the diagnostic instrument, contains three epistemological dimensions and a hierarchy of four categories of science statements. A fifth category, Sense Experience of State-Of-Affairs, is used to code opportunities pupils have to observe phenomena or to recall previous empirical experiences. Category codes of statements are used to generate lesson "profiles" of kinds of statements or observational opportunities over time to show the kinds of science statements and observation opportunities provided in science lessons and the relationships among categories occurring in sequence as part of an argument for verification of a statement. (Author/EB)

ED 085 199

SE 015 515

Raths, James

The Emperor's Clothes Phenomenon in Science Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date May 72

Note—27p.; Occasional Paper Series

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Researchers, \*Instruction, \*Research Problems, \*Research Utilization, Science Education, \*Scientific Enterprise, Scientific Methodology, \*Technical Writing

As a paper presented at the 1972 Convention of the National Association for Research in Science Teaching, discussions are included concerning research activities and misperceptions about scientific endeavors in the science education community. The purpose is to suggest some acts necessary for science teachers and educators to implement science education. Research reports are exemplified to illustrate the prevalent ways for reporting research conclusions as truth, findings, and trivia. Misperceptions of scientific endeavors are described as an explanation for researchers' selection of the reporting styles. Diverse views about truth, objectivity, ambiguous nature, and research scope in science are considered as the primary characteristics of misperceptions, and the inability or unwillingness to separate findings from explanations is taken as their major source. Reflections of the misperceptions to science teaching are discussed, especially for the non-generalizability of research findings to the teaching situation. The author suggests the science teacher and educator make distinctions between findings and explanations, ask questions about the source of truth, and encourage students to present rival ideas and prize the doubt in order to be morally honest to the knowledge of the scientific endeavor. (CC)

ED 085 200

SE 015 516

Broudy, H. S.

Can Research Provide a Rationale for the Study of Science?

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date May 72

Note—20p.; Occasional Paper Series

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Objectives, Educational Research, Intellectual Disciplines, \*Relevance (Education), \*Research Needs, \*Science Education, Scientific Literacy, Social Values, Speeches

An address to the 1972 Convention of the National Association for Research in Science Teaching, discussions are included concerning failures of traditional science programs in the present academic enterprise for the purpose of developing new guidelines for science education research. Irrelevance of disciplinary courses, formal study, and compulsory schooling to societal situations are described as the major challenge to present curricula. Logically organized science disciplines are considered as designed primarily for the study of science but not for applicative use. The importance of problem-oriented science or theory to good practice is a matter open to discussion, and the ability of replicating or re-inventing science knowledge is neither a necessary nor sufficient condition for an individual to attain good performance on his job or in his personal life. The primary use of the theoretical schemata of the disciplines by nonspecialists is interpretive in nature. Science education should not emphasize the replicative and applicative use of school learnings. The author concludes that research studies are needed to examine the interpretive teaching of science in schools and to build a conceptual context with the nature of life made intelligible. (CC)

ED 085 201

SE 015 574

Combustion Power Unit—400; CPU-400.

Combustion Power Co., Palo Alto, Calif.

Spons Agency—Public Health Service (DHEW),

Rockville, Md. Consumer Protection and Environmental Health Service.

Report No.—PH-86-67-259

Pub Date 69

Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-187-299, HC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Aerospace Technology, Air Pollution Control, Environmental Education, \*Fuels, Pollution, \*Sanitation, \*Technology, \*Waste Disposal, Wastes

Identifiers—\*Electric Power Production

Aerospace technology may have led to a unique basic unit for processing solid wastes and controlling pollution. The Combustion Power Unit—400 (CPU-400) is designed as a turboelectric generator plant that will use municipal solid wastes as fuel. The baseline configuration is a modular unit that is designed to utilize 400 tons of refuse per day (the amount of solid wastes generated by a community 150 to 200 thousand population). These 400 tons of refuse will produce up to 15,000 kilowatts of electric power. Income from the sale of the electric power generated by this system may permit a substantial reduction in the cost of solid waste disposal. Currently the CPU-400 is in the early development phase. (Author/JR)

ED 085 202

SE 015 576

Hendrickson, E. R. And Others

Control of Atmospheric Emissions in the Wood

Pulping Industry, Volume 3.

Environmental Engineering, Inc., Gainesville, Fla.

Spons Agency—National Air Pollution Control

Administration (DHEW), Washington, D.C.

Report No.—PHS-CPA-22-69-18

Pub Date Mar 70

Note—269p.; Prepared in cooperation with J. E. Sirrine Co., Greenville, S.C.; See also Volume 1, PB-190-351 and Volume 2, PB-190-352

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-190-353, HC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—\*Air Pollution Control, Chemical Analysis, Costs, Environmental Education, Industry, \*Pollution, \*Reports, \*Research

Identifiers—Emissions, \*Wood Pulping Industry

Volume 3 contains chapters 9 through 13 of the final report on the control of atmospheric emissions in the wood pulping industry. These chapters deal with the following topics: sampling and analytical techniques; on-going research re-



lated to reduction of emissions; research and development recommendations; current industry investment and operating costs; and future industry investment and operating costs. (JR)

**ED 085 203 SE 015 583**  
**The Highland Park Environmental Health Plan: Evaluation and Recommendations for Improving the Urban Environment.**

Michigan State Dept. of Commerce, Lansing. Community Planning Div.  
 Pub Date Jun 70

Note—131p.; Prepared in cooperation with Highland Park Dept. of Community Development, Mich. and Gerald Luedtke and Associates, Detroit, Mich.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-195-513, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—City Planning, \*Environment, Environmental Education, \*Evaluation, Legislation, Management, \*Public Health, Sanitation, \*Urban Environment

Identifiers—Highland Park (Michigan)

The Highland Park environmental health plan includes the following components: Legal and administrative and programmatic relationships, planning studies, residential environment, disease vector control, water and sewage systems, sanitation, air pollution, food protection, industrial and radiological health, and solid waste facilities. (JR)

**ED 085 204 SE 015 731**

*Exam, Kenneth Gene*  
**Evaluation of a Metric Booklet as a Supplement to Teaching the Metric System to Undergraduate Non-Science Majors.**

Pub Date 72

Note—117p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,540 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, \*Instructional Materials, \*Metric System, Physical Sciences, \*Science Instruction, Supplementary Textbooks

Identifiers—\*Research Reports

Examined is the effectiveness of a method of teaching the metric system using the booklet, Metric Supplement to Mathematics, in combination with a physical science textbook. The participants in the study were randomly selected undergraduates in a non-science oriented program of study. Instruments used included the Metric Supplement to Mathematics and McFee's Metric Test. Three one-way analysis of variance tests were used to determine significant differences between groups on the proficiency section, intuitive section, and the overall test results. The ability of the students to think in metric measures was significantly improved by using the booklet. Students learned metric units within a short period of time. (Author/EB)

**ED 085 205 SE 015 770**

*Roth, Robert August*

**The Relationship of Verbal Interaction Patterns and Teacher-Student Rapport of Selected ESCP Teachers.**

Pub Date 71

Note—197p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-72,358 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Classroom Communication, Doctoral Theses, \*Earth Science, Educational Research, \*Interaction Process Analysis, \*Science Course Improvement Project, Science Teachers, Student Teacher Relationship, Teacher Attitudes, \*Teacher Behavior

Identifiers—Earth Science Curriculum Project, ESCP, \*Research Reports

Reported is an investigation of the instructional styles of 23 earth science teachers who used the Earth Science Curriculum Project (ESCP) materials and text with eighth- or ninth-grade students. Flanders' interaction analysis system was used as a basis for the observations. The differences in teaching procedures were identified by using the Minnesota Teacher Attitude Inventory (MTAI) to select two groups differing distinctly in ability to establish teacher-student rapport. This combination of treatments identified teacher behaviors relevant to successful teaching. Two groups, designated as high and low scoring MTAI groups, were formed. Revised i/d ratios, which omit the influence of content areas and identify emphasis given to motivation and control, were significantly higher (.01 level) for teachers scoring higher on the MTAI. Statements of criticism and justifying authority were used significantly more (.02 level) by teachers with lower MTAI scores. No differences were found between groups in use of student ideas but the higher teacher group exercised "extending use of student ideas" significantly more. No significant differences were found in the use of the remaining Flanders categories. (Author/EB)

**ED 085 206 SE 015 832**  
**In Search of Promising Practices in Science Teacher Education.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—231p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Programs, Inservice Education, \*Preservice Education, \*Program Descriptions, \*Science Education, \*Science Teachers, \*Teacher Education

Presented is a summary of the current state of science teacher education based on questionnaire responses gathered in 1972 from American and Canadian colleges and universities. The document consists of four sections. The first three sections are concerned with programs and courses offered for K-12, elementary, and secondary school teachers. A specified schema format is used to analyze the programs in terms of content, strategy, outcome, and evidence. Five types of information are provided for each institution: the name and location of the institution, name and address of the information supplier, program descriptions, analytical results presented in the schema format, and lists of available materials. The fourth section contains responses which cannot be adapted to the format. The authors indicate that the schema presentation is designed to provide opportunities of examining the role of performance-based teacher education programs in connection with their intended outcomes and evidence of their objective attainment. The document is published through the joint effort of the Association for Education of Teachers in Science and the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education at the Ohio State University. (CC)

**ED 085 207 SE 015 998**

*Diamond, P.*

**Evaluation of a Colorimetric Personal Dosimeter for Nitrogen Oxide.**

Environmental Health Lab., McClellan AFB, Calif.

Report No.—EHL-M-68M-55

Pub Date Oct 68

Note—9p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752-521, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—\*Environment, \*Instrumentation, Measurement, Safety, \*Safety Equipment

Identifiers—\*Dosimeters, Nitrogen Oxide

A personal colorimetric dosimeter for nitrogen dioxide was developed. Tests were performed to determine the response of these strips to various concentrations of NO<sub>2</sub>. The dosimeter strips were satisfactory for approximate determinations of total exposure (concentration + time) of nitrogen dioxide. The total exposure was calculated in terms of time in minutes and ppm of nitrogen dioxide in the test gas. Tests were performed at 50, 100, and 300 ppm-minutes. The 300 ppm-minute test was performed at 300 ppm and 20 ppm concentrations. The low concentration (20 ppm) long time test gave a higher exposure indication than the high concentration (300 ppm) low time interval test. (Author/SH)

**ED 085 208**

*Diamond, Philip*

**Air Pollution Potential from Electroplating Operations.**

Environmental Health Lab., McClellan AFB, Calif.

Report No.—EHL-E68-63

Pub Date Apr 69

Note—10p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752-523, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—\*Air Pollution Control, Environment, Environmental Education, Exhausting, \*Finishing, Metal Industry, Metals, \*Pollution, \*Surveys

Identifiers—\*Electroplating Emissions

Measurements were made of emission rates from electroplating operations considered to have maximum air pollution potential. Sampling was performed at McClellan and additional data from a previous survey at Hill Air Force Base was used. Values obtained were extremely low. Based on existing Federal standards, no collectors are specifically required for electroplating emissions. Experience of State and industry air pollution personnel, however, indicates that chrome plating and strong caustic emissions do require collectors. (Author/JR)

**ED 085 209**

*Diamond, P.*

**Testing of Colorimetric Tubes for Nitrogen Dioxide and Monomethylhydrazine.**

Environmental Health Lab., McClellan AFB, Calif.

Report No.—EHL-M-70M-16

Pub Date Mar 70

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752-527, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—Aerospace Technology, \*Chemical Analysis, Chemistry, Environmental Education, \*Evaluation Methods, \*Laboratory Procedures

Identifiers—\*Colorimetric Gas Detection, Monomethylhydrazine, Nitrogen Dioxide

Colorimetric tubes for nitrogen dioxide (NO<sub>2</sub>) and monomethylhydrazine (MMH) were tested for accuracy and results indicate that at the levels checked the tubes' average deviation was plus or minus 20 percent. Tube NO<sub>2</sub> concentrations all read lower than the analyzed concentrations. MMH tubes read much higher than the analyzed concentration of 0.28 ppm but averaged +20 percent deviation at the 1 to 2 ppm level. (Author/JR)

**ED 085 210**

**Intergovernmental Oceanographic Commission Seventh Session. Summary Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Oct 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conference Reports, Educational Programs, Information Processing, \*International Organizations, \*Oceanology, Pollution, Program Administration, \*Program Evaluation, \*Scientific Research

Identifiers—UNESCO

A summary of discussions on agenda items is presented in this report. Besides the financial, administrative, and constitutional aspects, the topics concentrate on long-term and expanded oceanic exploration programs, conduct and follow-up of cooperative investigations, legal problems in the scientific investigations of the oceans, and education and training in marine science. Proposals for global investigations of pollution in the marine environment are dealt with in connection with the cooperative study. The work group activities are examined in terms of the Tsunami warning system, oceanic data management, and monitoring marine pollution. Three lectures on matters concerning the Indian Ocean delivered in the session are reported. Included in the appendices are the abstracts of the lectures, a list of participants, two copies of opening addresses, the agenda, a list of the Member States, a summary of abbreviations and definitions, adopted resolutions, a summary report of the extraordinary session, and rationalization for the structure of the UNESCO oceanography organizations. (CC)

# ED 085 211 SE 016 014

## Report of Programme Commission II (Natural Sciences).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.

Pub Date 14 Nov 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conference Reports, Higher Education, \*International Programs, Natural Sciences, \*Policy Formation, Program Administration, \*Program Budgeting, Program Planning, Science Programs, \*Scientific Research

Identifiers—UNESCO

As the first part of the report of the Programme Commission II, a summary of discussions on plans for natural sciences and their applications is presented in this document. The two agenda items are: (1) detailed consideration of the 1973-74 draft program and budget and of the 1973-78 draft medium-term outline, and (2) desirability of adopting an international instrument on the status of scientific research workers. Besides the administrative aspects, the topics concentrate on science policy, promotion of scientific and technological research and higher education, environmental sciences, natural resources, and activities of the field science offices. The areas covered in environmental sciences include ecology, earth sciences, hydrology, and oceanography; and scientific and technological information is the main concern in discussions on scientific cooperation. The report of the working party on priorities for consideration by the commission is also discussed in detail with a copy included as an appendix. (CC)

# ED 085 212 SE 016 015

## Report of Programme Commission II (Natural Sciences), Annex - Recommendations.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.

Pub Date 14 Nov 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conference Reports, Higher Education, \*International Programs, Natural Sciences, \*Policy Formation, Program Administration, Program Budgeting, Program Planning, Science Programs, \*Scientific Research

Identifiers—UNESCO

As the second part of the report of the Programme Commission II, a summary of recommendations on plans for natural sciences and their applications is presented in this document. Resolutions and budgetary appropriations are two major concerns in the document. The topics are related to the 1973-74 draft program and budget, the 1973-78 draft medium-term outline, and the international instrument on the status of scientific research workers. Included are two copies, respectively, of the statutes of the Steering Committee of the World Science Information System (UNISIST) and of the Board for the International Geological Correlation Programme. (CC)

# ED 085 213 SE 016 019

Mancuso, R. L. And Others

## User's Manual for the APRAC-1A Urban Diffusion Model Computer Program.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N.C. Div. of Meteorology.

Report No—CRC-CAPA-3-4

Pub Date Sep 72

Note—122p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 091, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—\*Air Pollution Control, \*Computer Programs, Environment, Environmental Education, Instructional Materials, \*Manuals, \*Models, \*Pollution, Simulation

The APRAC-1A diffusion model was developed as a versatile and practical model for computing the concentrations of pollutants at any point within a city. The model calculates pollutant contributions from diffusion on various scales, including: extra-urban diffusion, mainly from sources in upwind cities; intra-urban diffu-

sion from freeway, arterial, and feeder street sources; local diffusion of emissions within a street canyon. The model treats only carbon monoxide (CO), a relatively inert gas in the atmosphere but an important pollutant in terms of health. Motor vehicles are the major source of this gas. (Author/JR)

# ED 085 214 SE 016 020

Hogge, Fred And Others

## Searching the Social Science Literature on Water: A Guide to Selected Information Storage and Retrieval Systems. Preliminary Version.

Colorado State Univ., Ft. Collins. Environmental Resources Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date Sep 72

Note—52p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-874/1, PC-\$4.50 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—\*Guides, Information Retrieval, Information Storage, \*Information Systems, Literature Guides, \*Literature Reviews, \*Social Sciences, State of the Art Reviews, Urban Environment, \*Water Resources

The guide was prepared in connection with a state-of-the-art survey and literature review on 'Institutions for urban-metropolitan water planning, development and management.' The guide has three objectives: to review developments in information storage and retrieval; to indicate progress being made in developing systems; and to describe available systems which might be of use to investigations into the social science aspects of water. Separate chapters deal respectively with 'general' systems, with discipline oriented systems, and with certain basic bibliographic and other search resources. (Author/JR)

# ED 085 215 SE 016 105

Brown, Sanborn C. Ed.

## Changing Careers in Science and Engineering.

Pub Date 72

Note—350p.

Available from—MIT Press, Box 9, Cambridge, Massachusetts 02139 (\$10.00)

Document Not Available from EDRS.

Descriptors—Career Change, \*Career Education, Career Opportunities, \*Career Planning, \*Employment Opportunities, \*Engineers, Job Market, Reports, \*Scientists

Proceedings of the 1971 Career Seminar for M.I.T. Alumni are presented in this volume for the purpose of providing information about changes in career orientation in the engineering, scientific, and managerial fields. The material is given in the style of discussions between speakers and audience. The headings are: Opening Remarks; The Effect of Changing Federal Spending on Employment Opportunities; Forecast of Overall Needs in the Coming Decade; Changing Careers in Electronics, Aerospace, and Reprography; Career Opportunities in Computers and Information Processing; Career Opportunities in the Medical Fields; Career Opportunities in Ocean Engineering and Electric Power Engineering; Career Opportunities in Finance, Consumer Goods, and Housing; and Changing Careers. Emphases are placed on long-range personal career planning and training rather than on immediate job placement. Personal adjustment problems of shifting careers are also dealt with. The volume indicates that new opportunities appear for engineers and scientists in such fields as environmental protection, urban affairs, housing, education, health care, and ocean engineering. Included are illustrations of recent employment trends and a list of invited speakers. (CC)

# ED 085 216 SE 016 168

Gysi, Marshall And Others

## A Selected Annotated Bibliography on the Analysis of Water Resource Systems.

Cornell Univ., Ithaca, N.Y. Water Resources and Marine Sciences Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Report No—Pub-25

Pub Date Aug 69

Note—197p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-186-335, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Bibliographies, City Planning, Environmental Education, Natural Resources, \*Simulation, \*Systems Analysis, \*Techniques, Water Pollution Control, \*Water Resources

Presented is an annotated bibliography of some selected publications pertaining to the application of systems analysis techniques to water resource problems. The majority of the references included in this bibliography have been published within the last five years. About half of the entries have informative abstracts and keywords following the citation. Index charts give quick keyword access for all the references, the abstracted documents being completely keyworded, and the others title keyworded. The emphasis of the subject material abstracted is on optimization and simulation techniques that have been applied to water resources problems. (Author/JR)

# ED 085 217 SE 016 169

Kriss, Carol And Others

## A Selected Annotated Bibliography on the Analysis of Water Resource Systems, Volume 2.

Cornell Univ., Ithaca, N.Y. Water Resources and Marine Sciences Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Report No—Pub-35

Pub Date Jun 71

Note—263p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-200-727, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Cost Effectiveness, \*Environmental Education, Natural Resources, Resource Materials, \*Simulation, \*Systems Analysis, Water Pollution Control, \*Water Resources

Presented is an annotated bibliography of some recent selected publications pertaining to the application of systems analysis techniques for defining and evaluating alternative solutions to water resource problems. Both subject and author indices are provided. Keywords are listed at the end of each abstract. The abstracted material emphasizes the application of optimization and simulation techniques for assisting in the planning and management of water resource systems. (Author/JR)

# ED 085 218 SE 016 174

Koran, John J., Jr.

## A Summary of Research in Science Education for the Years of 1968-69, College Level Science.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Note—74p.; Research Review Series 8

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall 43210 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Sciences, College Science, \*Curriculum, Earth Science, Educational Research, \*Instruction, \*Learning, Physical Sciences, \*Research Reviews (Publications), \*Science Education, Teacher Education

A review of 132 research documents is presented for the purpose of describing and categorizing research and development in science instruction on the college level. The documents are limited to publications, dissertation abstracts, and abstracted research and development reports, primarily appearing during 1968-69. Descriptions are made concerning decision rules for material classification. Descriptive research materials are classified for the theoretical, historical, experimental, and comparative types, including case, questionnaire, and correlational studies. Documents dealing primarily with curriculum, teaching, or learning are grouped into the instructional section. Topical areas include biological sciences, chemistry, physics, integrated science, geology, general science, behavioral science, nature of science, instrument development, student characteristics, and teacher preparation. Research findings are summarized to identify current trends. The author indicates that much greater efforts are necessary in the area of research on teaching and learning science. Besides the

reviewed articles, the appended bibliography also includes additional references with some isolated topics in the philosophy of science and in career patterns and projections. (CC)

**ED 085 219** SE 016 175

*Trowbridge, Leslie W. And Others*

**A Summary of Research in Elementary, Secondary, and College Levels of Science Education for 1970.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Note—130p.; Research Review Series 9

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall 43210 (\$1.25)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—College Science, \*Curriculum, Elementary School Science, Evaluation, \*Instruction, \*Learning, \*Research Reviews (Publications), \*Science Education, Secondary School Science, Teacher Education

A review of 402 documents at all school levels is presented to identify current trends in science education research studies. The documents are limited to journal articles, dissertation abstracts, and abstracted reports, primarily appearing in 1970. Nature of the research conducted is analyzed in terms of curriculum improvement projects, learning theories, child development, curriculum research, instrument design, teacher education, instructional methods, behavioral science, attitude analyses, student characteristics, and comparative and evaluative studies. Summaries are made concerning research findings from articles categorized in each of the areas. The authors indicate that individualization of instruction, Piaget studies, attitude measurement, inquiry teaching, and interaction analyses are emphasized. The quantity of research increased in 1970, with one-sixth of the studies related to new curriculum projects and over seventy percent presented as doctoral dissertations. The majority of the studies are short-term, localized, and of questionable value in the overall advancement of more effective science education. A bibliography of the reviewed articles is included. (CC)

**ED 085 220** SE 016 178

*Shih, H. H.*

**A Literature Survey of Noise Pollution.**

Catholic Univ. of America, Washington, D.C. Inst. of Ocean Science and Engineering.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—TR-71-5

Pub Date Mar 71

Note—96p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-724-344, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—\*Acoustical Environment, Acoustics, Bibliographies, \*Environment, \*Environmental Education, Hearing Conservation, \*Literature Reviews, Public Health

Identifiers—\*Noise Pollution

Physically, noise is a complex sound that has little or no periodicity. However, the essential characteristic of noise is its undesirability. Thus, noise can be defined as any annoying or unwanted sound. In recent years, the rapid increase of noise level in our environment has become a national public health hazard. Noise affects man's state of mental, physical, and social well-being. The problem forms a special type of air pollution. Noise study is a rather new subject among other branches of science. The transition from art to near-science started before World War II. The work is an attempt to arrive at an understanding of the general situation on the problem of noise. The survey consists of four major parts: the present status of noise pollution, its sources, its effects, and the control. Finally, lists of terminology and a bibliography relating to noise pollution problems are included. (Author/JR)

**ED 085 221** SE 016 179

**Environmental Pollution: Noise Pollution - Sonic Boom. Volume I.**

Defense Documentation Center, Alexandria, Va.

Report No.—DDC-TAS-71-9-1

Pub Date Apr 71

Note—86p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-722-910, PC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—\*Acoustics, \*Annotated Bibliographies, Bibliographies, Environment, \*Environmental Education, \*Pollution, Public Opinion

Identifiers—\*Noise Pollution

The unclassified, annotated bibliography is Volume I of a two-volume set on Noise Pollution - Sonic Boom in a series of scheduled bibliographies on Environmental Pollution. Volume II is Confidential. Corporate author-monitoring agency, subject, title, contract, and report number indexes are included. (Author/JR)

**ED 085 222** SE 016 230

*Galvin, Donald W. Jannakos, Nick*

**Science and Technology and Its Application to the Problems of Pollution, Transportation and Employment. Public Science Policy: Background Readings.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—144p.; Presented at the Western Governors Conference (Salt Lake City, Utah, March 9-11, 1970)

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-190-500, HC-\$3.00 MF-\$0.95)

**Document Not Available from EDRS.**

Descriptors—Air Pollution Control, \*Employment, Government (Administrative Body), Management, Natural Resources, \*Pollution, Public Policy, \*Sciences, \*Technology, \*Transportation

The document covers what government leaders and the science and technology community must do to set up the mechanism and lines of communication required to bring technology to bear on current public problems. It identifies potential applications of new technology to social problems in the areas of pollution, transportation, employment and future planning. It contains recommendations for federal, regional interstate, state and local action in order to fully utilize science and technological resources, overcoming problems in federal-state relations, inter-agency relations, communications, financing, and manpower. (Author/JR)

**ED 085 223** SE 016 486

*Laskey, Marilyn Hougendobler, Nancy*

**Ecky Says, "Brush up on Your Ecology."**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Childrens Books, \*Ecology, \*Elementary Grades, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Natural Resources, \*Vocabulary Development

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Produced for primary and intermediate grades, this student booklet provides a study of ecological terms. These include environment, interrelationships, ecology, organisms, energy, food chains, food web, producers, consumers, decomposers, energy cycle, and ecosystems. Line drawings and a minimum amount of narrative make up its content and it may be utilized in several subject areas. A related document is the teacher's guide, SE 016 489. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 224** SE 016 487

*Laskey, Marilyn*

**My Most Important Friend.**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Childrens Books, \*Ecology, \*Elementary Grades, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Natural Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Produced for primary and intermediate grades, this student booklet provides a very basic study of air, water, soil, and sun, and their interrelationship. Line drawings and a minimum amount of narrative make up its content and it may be utilized in several subject areas. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 225** SE 016 488

*Laskey, Marilyn*

**A Trip to the Water Plant.**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Childrens Books, \*Elementary Grades, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Intermediate Grades, \*Water Pollution Control, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Produced for primary and intermediate grades, this student booklet provides a study of where water comes from, how we get clean water, and the operations of a water treatment plant. Photographs, a few line drawings, a minimum of narrative, and a glossary of terms make up its content. A related document is the teacher's guide, SE 016 490. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 226** SE 016 489

*Hougendobler, Nancy Laskey, Marilyn*

**A Teacher's Guide to the Study of Ecological Terms for Intermediate and Middle School.**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Ecology, \*Elementary Grades, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, \*Teaching Guides, \*Vocabulary Development

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Compiled in this teacher's guide are suggestions for using the student booklet, ECKY SAYS, "BRUSH UP ON YOUR ECOLOGY." SE 016 486. A variety of interdisciplinary activities are offered, together with ideas for multimedia instruction and background subject information. Basic environmental concepts and a series of questions to evaluate objectives are also given. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 227** SE 016 490

*Laskey, Marilyn*

**A Teacher's Guide to the Study of Water for Primary Youngsters.**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, \*Primary Grades, \*Teaching Guides, Unit Plan, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Compiled in this teacher's guide are suggestions for a unit approach to the study of water in the primary grades. Designed to be utilized with related student documents, it contains the text or script of these works: THE ABC'S OF WATER, SE 016 491 and A TRIP TO THE WATER PLANT, SE 016 488. Also, it includes unit objectives; teaching procedures; a poem about the water cycle—"Little Johnny Raindrop"; a water cycle wheel; a basic math book covering numbers one to four and cup, pint, and quart measurement; and the script for the filmstrip "Our Water Supply." Appended sections to this guide are (1) "Teacher Guidelines for the Study of Water," pertinent information with which



teachers should be familiar before starting a water study, and (2) "Water Study Activities for Primary Youngsters, A Teacher's Handbook," over 100 activities for teaching facts and concepts about water. It interrelates activities through an interdisciplinary approach and is based on the student booklet, *THE ABC'S OF WATER*, SE 016 491. (BL)

**ED 085 228** SE 016 491

*Laskey, Marilyn*  
**The ABC's of Water.**  
Broward County Schools, Fort Lauderdale, Fla.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 72  
Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Alphabets, \*Childrens Books, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, \*Primary Grades, Reading Materials, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Produced for primary grades, this student booklet provides a unit approach to the study of water. Each letter of the alphabet is used to represent a word dealing in some way with water. Two pages are utilized for each letter, showing the capital and lowercase form of the letter, the word, a drawing of the word or article, and a brief explanation of the word or concept. The content may be used in a variety of subject areas. A related document is the teacher's guide, SE 016 490. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 229** SE 016 492

*Hougendobler, Nancy*  
**Water and Something Else.**  
Broward County Schools, Fort Lauderdale, Fla.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 72  
Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Intermediate Grades, Learning Activities, \*Student Projects, Unit Plan, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Prepared for middle or intermediate grades, this student booklet provides a study of water—the location of major oceans and rivers; the relationship of ancient civilizations to bodies of water; active metals found in sea water; chemical concentrations in water and their effects on marine life; and the concepts of evaporation, transpiration, hydrology, percolation, and condensation. An activity is offered for each component of the unit indicating background material, directions, and space for completing the activity, usually in written form. Evaluation questions and a bibliography are also provided. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 230** SE 016 493

*Thomson, P.*  
**Coco Nut Meets the Gadget Maker. Volume 1.**  
Broward County Schools, Fort Lauderdale, Fla.  
Pub Date 72  
Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cartoons, \*Childrens Books, Ecology, \*Elementary Grades, \*Environmental Education, Industrialization, Instructional Materials, \*Pollution, Water Pollution Control, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The adventures of Coco Nut, a coconut which has fallen from a palm tree in Florida, are illustrated in this booklet for elementary school students. His fall into a canal and ensuing encounters with dead and alive fish and a gadget maker (industry) are used to portray the effects of water pollution. What man can do to stop such pollution and improve the situation are emphasized. Pictures and narrative are in cartoon form. This work was prepared under an ESEA Title III contract for the Interdisciplinary Environmental Education K-12 project. (BL)

**ED 085 231** SE 016 523

*Fowler, John M. Mervine, Kathryn E.*  
**No Deposit - No Return. The Management of Municipal Solid Wastes.**  
Spons Agency—EXXON Education Foundation, New York, N.Y.  
Pub Date Apr 73  
Note—84p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*College Science, Curriculum Enrichment, \*Environment, Interdisciplinary Approach, Management, Municipalities, Reference Materials, \*State of the Art Reviews, Waste Disposal, \*Wastes

This booklet is the second in a series of Environmental Resource Packets designed to encourage college science teachers to become professionally competent in selected environmental areas of study. Produced under a grant from the ESSO Education Foundation, each packet consists of a review paper(s) and a selected and annotated bibliography related to economics, politics, ethics, etc., as well as the natural sciences. In this packet dealing with solid wastes, Part One reviews aspects of solid waste management for municipal refuse (sanitary landfill, incineration, composting, new approaches), junked automobiles, industrial solid wastes, mining and processing wastes, and effects of solid wastes. Recommendations for controlling the problem are noted for each component. Part Two, the annotated bibliography, covers basic general references; solid waste management policy; economics of management; sources of municipal solid waste; automobiles, packaging and disposables; collection and transportation of municipal solid waste; solid waste processing; incineration, composting, sanitary landfill, salvage recycling and reuse; the future of municipal solid waste management; and student reading selections. Cross references are compiled after each section. Individual entries delineate the title, author's name, publisher, point of view, level of use, and a summary of the contents. A related document is ED 075 230. (BL)

**ED 085 232** SE 016 637

*Eser, Robert*  
**High School Biology [Sahuarita High School Career Curriculum Project].**  
Sahuarita High School District 130, Ariz.  
Pub Date 73

Note—41p.; Pages 2,5,6,7,9 and 10 missing  
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS.**

Descriptors—\*Biology, Curriculum, \*Curriculum Guides, Instructional Materials, Science Activities, Science Education, \*Science Units, \*Secondary School Science, \*Teacher Developed Materials, Units of Study (Subject Fields)

This course entitled "High School Biology: Introduction" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of six units of study, and 26 behavioral objectives relating to these units are stated. Also included are a brief introduction and an annotated list of relevant 16-mm films. The topics covered include observation, use of the microscope, characteristics of living things, cells, cell division, animal dissection, and systems and organs. The units provide a statement of the rationale, objectives, sources of information, a series of student activities, and answers to the activity problems. For related unit in this series, see ED 080 370 - ED 080 378. [Not available in hardcopy due to marginal legibility of original document.] (JR)

**ED 085 233** SE 016 711

*Kavanagh, Daniel Cushing*  
**An Investigation of Portions of a Model Hierarchy for the Acquisition of the Concept of Speed.**

Pub Date 72  
Note—122p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-13,560 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Concept Formation, Doctoral Theses, \*Educational Research, \*Elementary

School Science, General Science, \*Learning Processes, \*Learning Theories, Science Education

Identifiers—Piaget, Research Reports

Presents the use of Piaget-type tasks in interviewing 108 students (grades 6, 7, and 8), to test the validity of a proposed model through which a child must pass in order to understand a specific scientific concept. The subjects' answers were scored based on the substages of development in each of five tasks involving the concept of speed. Scalogram analysis techniques were used to test for the existence of the proposed hierarchy of difficulty among all the tasks. A Kruskal-Wallis one-way ANOVA was used to test the relationship between the subjects' IQ and ability to complete the tasks successfully. Kolmogorov-Smirnov's two-sampled two-tailed test was used to test the possibility of significant difference between scores of males and females. Grade level differences on task scores were investigated through the use of the Chi-square Test for K Independent Samples. Findings indicated that the five tasks did form a hierarchy but not in the predicted order. The results also indicated a significant difference between performance and grade level as measured by task scores. A significant difference between the IQ of the subject and his task achievement was reported. (Author/EB)

**ED 085 234** SE 016 718

*Bowman, Harold Eugene*  
**The Effect of Alternative Techniques for Modifying Student Teacher Behavior During the Field Experience.**

Pub Date 72  
Note—95p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-13,279 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, Elementary School Teachers, \*Interaction Process Analysis, \*Preservice Education, \*Questioning Techniques, \*Seminars, \*Teacher Education

Identifiers—Research Reports

Reported is a study to examine the effects of seminar sessions focused on (1) curricular input, (2) affective development, or (3) a combination of the preceding, on three groups of prospective elementary teachers. Each of the three groups was chosen for one of the seminar groups and a fourth group served as a control with the participants not involved in seminar sessions. The behaviors examined were interaction patterns between the teacher and student and the level of questions being asked by the teacher. The interaction patterns observed permitted a comparison of indirect to direct teaching behaviors as defined by the Flanders' System of Interaction Analysis. A question analysis was developed to examine higher levels of questioning patterns (areas of divergent and evaluative types). Sixty-three randomly chosen prospective teachers assigned to a given district for their field experience were involved. The analysis indicated no significant differences among groups for either interaction patterns or level of questions asked. (Author/EB)

**ED 085 235** SE 016 719

*DeGroot, Douglas Allen*  
**An Analysis of the Effects of In-Service Science Assistance on Elementary Teacher and Student Attitudes and Practices.**

Pub Date 72  
Note—112p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,296 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, \*Elementary School Science, \*Inservice Education, \*Inservice Teacher Education, Science Education, \*Student Behavior, \*Teacher Attitudes, Teacher Improvement

Identifiers—Research Reports

Reported is a study to determine any positive effects of a six-month inservice science program for elementary teachers and students. The study population consisted of 12 first- through sixth-grade teachers and their 313 pupils. Change in

attitudes and practices of teachers was measured by comparing pre- and posttest scores on the Actual Science Classroom Environment instrument designed to determine what types of activities teachers perceived they were actually implementing in their classrooms. Scores were correlated with the Ideal Science Classroom Environment. Changes in student attitudes were measured by comparing pre- and posttest means on the Student Perceived Science Classroom Environment. Primary grade students were measured on scores from a modified form of the School Sentiment Index. Significant *t* ratios were obtained on the scores on teacher instruments toward science attitude and practices; posttest composite scores were significantly higher. Generalizations made included: teachers who sought science assistance most had fewer years teaching experience, had earned fewer years of college credit in science, had originally stated a lower preference for teaching science, and at pretest time had felt least positive toward their current science practices. (Author/EB)

ED 085 236 SE 016 720

Hoagland, Carl Weston

**The Selection Process: The First Step of Teaching by the Inquiry Methodology.**

Pub Date 73

Note—308p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-14,647 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, \*Effective Teaching, \*Inquiry Training, \*Instruction, Science Education, \*Teaching Methods

Identifiers—Research Reports

Presented is an empirical model used for the development and testing of one aspect of inquiry, the selection process. The methodology suggested enabled a qualified teacher to follow the rules and procedures as well as measure achievement according to the author's goals. The major goal for the field test was for the students (19 juniors) to make self-directed selections in areas in which she would inquire. Results used in evaluating the field test phase showed that none of the students was able to repeat the goal-defining process on her own. They were able to operationalize a goal to a level which allowed them to select learning opportunities. The selection process worked in varying degrees with the students in the group. Problems were most noticeable in the goal-defining process because the steps were not taught in such a manner that the students were able to reuse them. (Author/EB)

ED 085 237 SE 016 721

Jackson, Maxine Sherard

**Selected Institutional Characteristics and Special Implications for Science Teacher Education in Predominantly Black Colleges.**

Pub Date 72

Note—200p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan (Order No. 73-13,553 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Curriculum, Doctoral Theses, Educational Research, \*Institutional Environment, Institutional Role, Negro Colleges, \*Preservice Education, Science Education, \*Science Teachers, \*Teacher Education

Identifiers—Research Reports

Reported is a study to identify various institutional characteristics that affect learning outcomes of prospective science teachers as measured by: (1) College and University Environment Scales, (2) Natural Science Area Test, (3) Test on Understanding Science, (4) Science Teaching Assessment Tests, and (5) Student Questionnaire. Ninety prospective science teachers (seniors) majoring in science teacher education and 200 randomly selected upperclassmen enrolled in four predominantly black institutions were involved in the study. The preliminary analysis of data indicated that the subjects did not differ significantly in verbal and quantitative abilities at the time of enrollment in their respective institutions. Results suggested that three of the seven institutional characteristics had a significant effect on the outcomes of seniors pursuing a program of science teacher education: (1) differences in the perception levels of the institutional characteristics, scholarship; (2) differences in the perception levels of awareness; and (3) quality of teaching and faculty-student relationships. (Author/EB)

ED 085 238 SE 016 732

Akey, John Miles

**The Behavioral Selection of Planetarium Concepts Appropriate for Second Grade Students.**

Pub Date 73

Note—149p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,788 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Concept Teaching, Doctoral Theses, \*Earth Science, Educational Research, \*Elementary School Science, Grade 2, \*Instruction, \*Planetariums, Retention, Science Education

Identifiers—Research Reports

Reported is an evaluation of a planetarium curriculum for elementary students at the primary level in terms of student behavior. Five sub-problems were investigated which related to which concepts could be learned by the planetarium-experience and which concepts were retained after a two-week time lapse. The One-Group Pretest-Posttest Design was used with six classes to assess the appropriateness of 11 to 16 behavioral objectives prepared for each of three planetarium programs. Evaluation instruments were prepared by using the criterion tests written into each objective. A Chi-square test was used to correlate retention with time spent by teachers postteaching the concepts. Analysis of the data showed that the experience resulted in a significant increase in the level of student understanding for 39 concepts, 24 of which were significantly understood prior to the experience. Some of the concepts proved to be too complex. Almost all of the major concepts presented were significantly retained after a two-week lapse. It was also determined that there was a positive correlation between the students' retention with the time spent by teachers in postteaching planetarium concepts. (Author/EB)

ED 085 239 SE 016 734

Bullock, John T.

**A Comparison of the Relative Effectiveness of Three Types of Elementary School Science Curricula in the Development of Problem-Solving Skills.**

Pub Date 72

Note—54p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,480 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Curriculum Evaluation, Doctoral Theses, Educational Research, \*Elementary School Science, Learning Activities, \*Problem Solving, \*Science Course Improvement Project, \*Science Education

Identifiers—Research Reports, SAPA, Science A Process Approach

Reported is a study on the problem-solving skills of sixth-grade students. Three curricula were utilized in the study: Science - A Process Approach (SAPA), the Laidlaw textbook series, and the Environmental Studies (ES) Project materials. Twenty-seven teachers in eight schools participated. Each of the teachers taught one of the three curricula. The TAB Science Puzzle Form B was administered as a pretest and Form C, as posttest. The data were analyzed by an analysis of covariance technique. Pretest scores were used as the covariant and the posttest scores as the dependent variable. No differences were found in the improvement of certain selected problem-solving skills of students exposed to the Laidlaw science curriculum as compared to those having had the SAPA curriculum, but there was a difference with those using the ES program. A significant difference was found between the SAPA group as compared with a group using the ES program. Significant improvement of certain problem-solving skills was attained in both the SAPA program and in the textbook series. (Author/EB)

ED 085 240

SE 016 735

Kaur, Rajinder

**Evaluation of the Science Process Skills of Observation and Classification.**

Pub Date 73

Note—135p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,703 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*Cognitive Processes, Doctoral Theses, Educational Research, \*Elementary School Science, \*Evaluation, Evaluation Methods, \*Science Education

Identifiers—Research Reports

Reported is the development of an instrument for evaluation of science process skills, used with 80 boys, 40 from grade one and 40 from grade three. The test, used to determine if there was a relationship between the skills of observation and classification, was designed after reviewing several different elementary school science programs. The skills were defined in terms of the behavior required to carry out each task. Eight items from the Precise Observation Skills Test (POST) and five from the Classification Skills Test (CST) were used to determine the reliability of the test. Final testing was done on an individual interview basis. The statistical analysis suggested that a maturity factor was involved in using observation skills. Students in grade three showed greater precision than did students in grade one. Classification skills were not significantly different. The author felt that the study added to the evidence that a strong relationship existed between the skills of observation and classification. The study also suggested that the ability to make precise observations using different senses is age related; grade three boys exhibited a higher level of performance in making fine discriminations. (Author/EB)

ED 085 241

SE 016 738

Jones, Dixie James

**Evaluation of the Science Education Program for Prospective Secondary Science Teachers at the University of New Mexico.**

Pub Date 72

Note—146p.; Ph.D. Dissertation, The University of New Mexico

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,575 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Course Evaluation, Doctoral Theses, Educational Research, \*Preservice Education, Science Education, \*Science Teachers, \*Secondary School Science, Secondary School Teachers, \*Teacher Education

Identifiers—Research Reports

Reported is a case study comparing a science education program for prospective secondary teachers with selected guidelines established by the American Association for the Advancement of Science (AAAS) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) published in 1971. Nine criterion variables were chosen. Written tests were used to measure competencies. Records were checked for confirmation of semester hours credited. Competencies were determined by examination of mean scores (of various tests given) and the percentage of students who fell above or below them. Pearson's product-moment correlation coefficient was used to correlate each of the variables. Four single-classification analyses of variance were used to determine if significant differences (.05 level) existed between the Method and Student-Teacher classes, graduates and undergraduates, physical and biological science teachers and the sexes on each criterion variable. Conclusions made noted a negative correlation, although not significant, between hours of science credits and knowledge of prospective teachers in their chosen disciplines. Hours in mathematics were significantly correlated with algebra and trigonometry. All were weak in knowledge of history of science. A high level of competency was indicated in the understanding of science and ability to use processes of science. (Author/EB)

ED 085 242

SE 016 820

Carr, Stephen

**City Signs and Lights.**

Boston Redevelopment Authority, Mass.  
Spons Agency—Department of Housing and  
Urban Development, Washington, D.C.  
Pub Date Jun 73

Note—275p.

Available from—MIT Press, P. O. Box 9, Cam-  
bridge, Massachusetts 02139 (\$10.00)

Document Not Available from EDRS.

Descriptors—City Planning. \*Communication  
(Thought Transfer), Environmental Influences,  
Equipment, Information Dissemination, Infor-  
mation Systems, \*Interaction Process Analysis,  
\*Lights, \*Metropolitan Areas, \*Signs, Urban  
Environment

Identifiers—Research Reports

Signs/Lights/Boston, a project investigating en-  
vironmental information systems in urban areas,  
was undertaken as the first step in a process of  
planning and controlling signs and lights for pur-  
poses of improving the flow of information in the  
city. This resulting report takes the city as it is  
and develops explicit means for revealing its  
form, functions, and meanings more effectively.  
Recommendations are limited to public policy for  
the design and control of a small but critical set  
of information sources in the environment: out-  
door signs, lights, and other informational  
devices. It does not probe deeply into the cultural  
symbolism of signs and lights but rather analyzes  
their more immediate functions as environmental  
information systems. It asks what are the  
problems and potentials of public and private  
signs and lights, suggests a set of criteria for im-  
proving their performance, recommends an ad-  
ministrative process and framework for dealing  
with them as an interrelated set, and develops a  
set of policies and a program to implement the  
criteria. Although Boston, Massachusetts, served  
as the research and demonstration area, the  
operating principles and most of the designs sug-  
gested in the report should be useful to other  
cities with similar problems and opportunities.  
(BL)

ED 085 243

SE 016 951

Pearson, Elizabeth O. Hayden, Patrick T.  
Preliminary Evaluation Report - Center for En-  
vironmental Studies.

Mount Vernon School District, Wash.

Spons Agency—Bureau of Elementary and  
Secondary Education (DHEW/OE), Washing-  
ton, D.C.

Pub Date Jun 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activity Learning, \*Curriculum,  
Elementary Grades, \*Environment, \*Environ-  
mental Education, Inservice Teacher Educa-  
tion, Instruction, Learning Laboratories, Sec-  
ondary Grades, \*Teacher Developed Materials,  
Teacher Education

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

Mount Vernon's Title III Project, a K-12 pro-  
gram in environmental education, is a three-year  
(1971-1973) project with the following objec-  
tives: to train teachers to write and implement  
"in-the-classroom" learning packages in environ-  
mental education; to institute a locally-validated  
K-12 curriculum in environmental education,  
consisting of a sequence of learning activity  
packages; and to establish an operational and  
fully tested resource center for environmental  
education. The present document is a preliminary  
report on the development and operation of the  
project. A pilot study is also reported on teachers  
and students using "Learning Activity Packages"  
developed through the project. Further evaluation  
will be forthcoming. This work was prepared  
under an ESEA Title III contract. (JP)

ED 085 244

SE 016 974

Legg, William

Environmental Education Program, Grades K-8,  
Liverpool Central Schools.

Liverpool Central Schools, N.Y.

Pub Date Aug 72

Note—87p.

Available from—ERIC/SMEAC, Ohio State  
University, 400 Lincoln Tower, Columbus,  
Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—\*Activity Learning, Attitudes, Cur-  
riculum, \*Elementary Grades, \*Environmental  
Education, Evaluation Techniques, Guides, In-  
struction, \*Interdisciplinary Approach, \*Pro-  
gram Descriptions, Sciences, Social Studies

This guide is designed to promote environmen-  
tal awareness by incorporating environmental ac-  
tivities into existing social studies and science  
curricula. The introduction states the goals, ra-  
tionale and environmental objectives of the pro-  
gram. The main text is organized into units con-  
taining specific environmental concepts accom-  
panied by behavioral objectives, recommended  
core activities and extended activities. Also in-  
cluded are a description of prepared slides used  
to depict specific concepts, suggestions for stu-  
dent evaluation, an attitudinal survey test and  
lists of additional references on environmental  
education. [Not available in hardcopy due to  
marginal legibility of original document.] (JP)

ED 085 245

SE 016 978

Environmental Education Second-Year Evaluation  
Report, 1972-1973.

Milwaukee Public Schools, Wis. Dept. of Educa-  
tional Research and Program Assessment.

Pub Date 73

Note—290p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Involvement, \*Curricu-  
lum, Curriculum Development, Environment,  
\*Environmental Education, Field Trips, \*Inter-  
disciplinary Approach, \*Program Descriptions,  
Student Projects, Summative Evaluation

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

The Milwaukee Public Schools, upon the  
completion of the second year of their environ-  
mental education project, report the evaluation of  
the eight component parts that make up the pro-  
ject. The components are: Teacher Leadership  
Workshop; Inservice Workshops; Curriculum  
Development Workshop; Open-End Grant Pro-  
gram; Field Trips Pilot Project; Student Involvement  
Program; Exceptional Education/Handi-  
capped Program; and Demonstration Farm Pilot  
Project. This education program involved the  
cooperative participation of community represen-  
tatives, administrators, teacher committees, and  
curriculum development specialists. The report  
presents a summative evaluation of each com-  
ponent, examining and discussing the objectives  
and activities encompassed. Successes and  
failures in meeting specific objectives are  
discussed and recommendations for future work  
are suggested. This work was prepared under an  
ESEA Title III contract. (JP)

ED 085 246

SE 016 979

Master Plan for Environmental Education in the  
Milwaukee Public Schools, 1973-1974 Con-  
tinuation Application.

Milwaukee Public Schools, Wis.

Pub Date 73

Note—224p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Involvement, \*Curricu-  
lum, Curriculum Development, Educational  
Programs, Environment, \*Environmental Educa-  
tion, \*Interdisciplinary Approach, \*Program  
Descriptions, Student Projects, Summative  
Evaluation

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III, Funding Proposals

This document is both an interim evaluation re-  
port and application for the continued funding of  
the Milwaukee Public Schools' environmental  
education program. The project is a comprehen-  
sive environmental education program which has  
developed into the Master Plan for Environmen-  
tal Education intended to prevade the K-12 cur-  
riculum. The evaluation describes the project's  
goals and objectives. Discussion centers on suc-  
cess or failure of specific objectives as well as  
details of the project's operation. Deletion or ad-  
dition of component parts is based on the sum-  
mative evaluation made for the program. A study  
of the suggested proposals reveals the evolution-  
ary and continual developmental nature of the  
program. This work was prepared under an ESEA  
Title III contract. (JP)

ED 085 247

SE 016 981

McLaughlin, Dennis

Art/Environmental Aesthetics: A Guide for Ele-  
mentary Teachers.

Milwaukee Public Schools, Wis. Div. of Curricu-  
lum and Instruction.

Pub Date 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Art Activities,  
\*Art Education, Curriculum, \*Environmental  
Education, \*Guides, \*Instructional Materials,  
\*Interdisciplinary Approach, Objectives  
Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

This guide attempts to provide an overview of  
environmentally-related art experiences already in  
various curriculum guides, to introduce new ex-  
periences, and generally to emphasize the vital in-  
terrelationship that exists between environmental  
concern and the art process. There is a division  
into three main areas: our natural environment,  
our man-made environment, and our inner en-  
vironment. Concepts and objectives are listed  
with suggested activities and materials to be used.  
Addresses where audio-visual and other instruc-  
tional material may be obtained are also given.  
This document is a product of the Milwaukee  
Public Schools' Master Plan for Environmental  
Education. Development of curriculum materials  
to achieve integration of environmental education  
into the existing curriculum is a goal of one of  
the eight components of the Master Plan. For  
further details of this plan, see SE 016 978 and  
SE 016 979. This work was prepared under an  
ESEA Title III contract. (JP)

ED 085 248

SE 016 984

Cooper, Marilyn. Theoret, Marie

Environmental Education Activities for the En-  
glish Language Arts Program in the Junior and  
Senior High Schools.

Milwaukee Public Schools, Wis. Div. of Curricu-  
lum and Instruction.

Pub Date 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, \*En-  
vironmental Education, \*Guides, Instructional  
Materials, \*Interdisciplinary Approach, \*Lang-  
uage Arts, Objectives, \*Secondary Grades  
Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

Nineteen environmental education objectives  
are listed to be incorporated into the junior and  
senior high school Language Arts Program.  
Under each objective there are suggested activi-  
ties that integrate environmental concepts into  
appropriate language arts activities. This docu-  
ment is a product of the Milwaukee Public  
Schools' Master Plan for Environmental Educa-  
tion. Development of curriculum materials to  
achieve integration of environmental education  
into the existing curriculum is a goal of one of  
the eight components of the Master Plan. For  
further details of this plan, see SE 016 978 and  
SE 016 979. This work was prepared under an  
ESEA Title III contract. (JP)

ED 085 249

SE 016 985

Waldner, Suzanne. Evert, Michael T.

Junior High Mathematics Activities and Problems  
in Environmental Education: A Teacher's  
Guide.

Milwaukee Public Schools, Wis. Div. of Curricu-  
lum and Instruction.

Pub Date 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Environment, \*En-  
vironmental Education, \*Guides, Instructional  
Materials, \*Interdisciplinary Approach, Junior  
High Schools, Mathematical Applications,  
\*Mathematics Education, Problem Solving,  
\*Secondary School Mathematics

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

As its primary function, this publication is to  
provide ideas and suggestions for ways that junior  
high school mathematics teachers can include en-  
vironmental concepts as a meaningful component  
of the ongoing instructional program in mathe-  
matics. It includes suggestions for activities and  
projects as well as environmentally-oriented  
problems which correlate with the mathematics  
concepts of the junior high program. Some activi-  
ties require work outside of the classroom, but  
many may be used in presenting mathematical  
concepts. This work was prepared under an  
ESEA Title III contract. (JP)

ED 085 250

SE 017 002

Gerlach, Vernon S. Brecke, Fritz H.

Algorithms in Learning and Instruction. A Critical  
Review.

Arizona State Univ., Tempe. Instructional  
Resources Lab.



Pub Date Aug 73

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (Montreal, August 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Algorithms, \*Instruction, \*Learning, \*Mathematics Education, \*Research Reviews (Publications), State of the Art Reviews

The European literature on algorithms for learning and instruction is reviewed in this document. The word "algorithm" is defined, the relationship between the European literature and current trends in research on learning and instruction in the United States is described, the important practical uses of algorithms are discussed, and potential high-yield research activities related to the use of algorithms are suggested. (DT)

ED 085 251 SE 017 072

Metric Exercises. Lively Activities on Length, Weight, Volume, and Temperature.

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—35p.; Metric ruler, thermometer, and centimeter cube not available from EDRS

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14664, \$6.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Activity Units, Elementary School Mathematics, \*Instructional Materials, Manipulative Materials, \*Mathematics Education, Measurement, \*Metric System, \*Science Education, Secondary School Mathematics, Worksheets

This booklet of exercises and activities to help students learn the fundamentals of the metric system is designed for elementary, junior high school and senior high school students. It is organized under four topics (Length, Weight, Volume, and Putting it All Together Activities) and comes packaged with an ungraded thermometer, metric rulers, and a 1-gram centimeter cube. The activities and exercises can be simplified or extended to meet the needs of the class or individual students. An answer key is included as the final section. (JP)

ED 085 252 SE 017 073

Bibliography of Science Courses of Study and Textbooks for Grades K-12, 1973 Edition.

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—106p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14658 \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Bibliographies, \*Courses, \*Elementary School Science, Environmental Education, \*Instructional Materials, Kindergarten, Science Education, \*Secondary School Science, Textbooks

As a continuation of the series published by the National Science Teachers Association, two respective bibliographies of courses of study and of science textbooks are presented in this volume together with a list of publications of curriculum projects. State departments of education, school systems, directors of environmental education projects, publishers, and science curriculum projects are contributors to the information collection. The courses of study include materials prepared by school districts or systems and by funded projects. The book lists include textbooks, laboratory manuals, teacher references, books of experiments, and curriculum project materials. Information is limited to publications between 1968 and July, 1973, at the kindergarten and elementary and secondary school levels. The entries contain state name, title, grade, data, price, and contact address in the courses of study list; and publisher, title, date, price, and grade in the science textbook and project publications lists. Addresses of textbook publishers are given in the appendix. (CC)

ED 085 253 SE 017 074

Grimm, Sandra D., Comp.  
Keys to Careers in Science and Technology, 1973 Edition.

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—81p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14660 \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Career Education, \*Career Planning, Educational Objectives, \*Financial Support, Higher Education, \*Sciences, Secondary School Students, \*Technology

Sources of information about career alternatives are presented in this volume. The purpose is to inform readers about career information in science and technology for use in planning their educational and professional goals. Included is an annotated bibliography of career guidance publications, primarily for college students and teachers. The publications describing career opportunities for high school graduates are particularly indicated. The title of each publication is followed by the names of the publishing institutions with their addresses given in a separated list. Information about scholarship, loan, summer, award, special, and fellowship programs offered by groups and individuals is given following the bibliography. Some programs are suitable for students only and others for both students and teachers. The last section includes a list of agencies providing special services or support in science and technology. Descriptions are made concerning their objectives, functions, and publications. The procedures for requesting a career publication are discussed in detail. (CC)

ED 085 254 SE 017 076

Rawson, Freeman L., III

Set-Theoretical Semantics for Elementary Mathematical Language.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-220

Pub Date 7 Nov 73

Note—130p.; Psychology and Education Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, \*Linguistics, Linguistic Theory, \*Mathematical Linguistics, Mathematical Vocabulary, \*Mathematics Education, \*Programming Languages, Semantics, \*Structural Linguistics

The development of computer language and analogs capable of interpreting and processing natural language found in elementary mathematics is discussed. Working with linguistic theories in combination with the special characteristics of elementary mathematics, the author has developed algorithms for the computer to accomplish the above task. (JP)

ED 085 255 SE 017 077

Three Reports on a Study of 11th Grade Mathematics.

Chicago Univ., Ill. Graduate School of Education.

Pub Date 73

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, \*Algebra, Attitudes, \*Curriculum, Geometric Concepts, \*Program Evaluation, \*Research, \*Secondary School Mathematics, Textbook Research, Transformations (Mathematics)

Comparison of two eleventh-grade mathematics programs was made by evaluations of student and teacher attitudes and of student achievement on specific content as well as performance on the ETS Algebra II exam. An experimental program based on Zalman Usiskin's textbook, "Intermediate Algebra," was matched with programs based on traditional texts. Usiskin's program differs in its use of geometrical techniques in the algebraic setting. This feature allows students to handle more application problems. Both student and teacher attitude measures favored the experimental program, but there were no significant differences in performance between groups on the final exam. Part of this document is a description of planned revisions in Usiskin's syllabus based on the analysis of performance on specific content topics. (JP)

ED 085 256 SE 017 078

Halls, W. D., Humphreys, Doreen

European Curriculum Studies, No. 1: Mathematics.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 68

Note—101p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York  
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Comparative Analysis, \*Comparative Education, \*Curriculum, \*Educational Objectives, Instruction, International Education, Mathematics Education, \*Program Descriptions, \*Secondary School Mathematics, Surveys, Teacher Education, Teaching Methods, Tests

Identifiers—Council of Europe

Reported are the results of a study whose aim was to compare the standards for university entrance in the various member states of the Council of Europe. Presented is an analysis and comparison of the academic secondary mathematics education curriculum at the most specialized level, focusing on what is required to be known to pass successfully the "leaving examination." Following an introductory chapter is a commentary on the aims of mathematics teaching, with specific quotations from official publications in the various countries. An application of Bloom's taxonomy is discussed in terms of mathematics objectives and examinations; the "leaving examination" is discussed separately. Comparisons of syllabi and a summary of proposed changes in the syllabi of various countries are presented, followed by some comments on teaching method and data on teachers. Twelve appendices include a concise analysis of mathematics topics common to and those specific to the member countries, analyses of time allocations, and other specific data reporting survey results discussed in each chapter. (MS)

ED 085 257 SE 017 089

The Cape Ann Conference on Junior High School Mathematics, September 9-12, 1973.

Newton Coll. of the Sacred Heart, Mass. Physical Sciences Group.

Pub Date Sep 73

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algebra, \*Conference Reports, \*Curriculum, Curriculum Development, Geometry, \*Instruction, Interdisciplinary Approach, Junior High Schools, \*Mathematical Applications, Mathematics Education, Number Concepts, \*Secondary School Mathematics, Teacher Education, Teaching Methods

Identifiers—National Science Foundation, NSF

This NSF-sponsored conference on the teaching of mathematics at the junior high level involved mathematics teachers and teachers of the natural and social sciences. Papers written for the conference form the bulk of this report. Summaries of the papers and general discussions are organized into shorter reports to give some guidelines which could be useful to any group wishing to create curricular materials for junior high school mathematics or simply to get some ideas for direct application to the classroom. The topics of the report were: what mathematics junior high students do and do not know; new emphases in content; mathematics in geography, social science and biology; teaching strategies and styles; mathematics and language; and teaching training. (JP)

ED 085 258 SE 017 090

Beard, Earl M. L., Ed. Cunningham, George S., Ed.

Middle School Mathematics Curriculum. A Report of the Orono Conference.

Maine Univ., Orono.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 73

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Basic Skills, \*Conference Reports, \*Curriculum, Curriculum Problems, Elementary School Mathematics, Interdisciplinary Approach, \*Intermediate Grades, \*Mathematics Education, \*Middle Schools, Relevance (Education), Secondary School Mathematics

Identifiers—National Science Foundation, NSF

The focus of this NSF-sponsored conference was on discussion of problems which exist in mathematics education at the middle school level; and to seek some consensus as to future action. Four position papers presented to the con-

ferences, attention to computational skills, relevance in mathematics education to meet societal needs, development of students' mathematical maturity and the establishment of a definite philosophy of mathematics education for this segment of the curriculum are among the topics discussed in these papers. A summary of the ensuing discussions by participants in the conference is also included. (JP)

ED 085 259 SE 017 091

Chilrud, Dorothy N. Sullivan, John J.  
Books That Count. A Bibliography.  
New York State Education Dept., Albany.  
Pub Date 73

Note—29p.; Revised 1973  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, \*Bibliographies, \*Educational Resources, \*Elementary School Mathematics, History, \*Instructional Materials, \*Mathematical Applications, \*Mathematical Concepts, Resource Materials

This bibliography serves as a guide to teachers and librarians who want to select books to supplement the elementary school mathematics program. The selections give an indication of the wide variety of topics which may include mathematical concepts. They reinforce or develop concepts about number and size, present material on the application of these understandings, or delve into the history and theory of mathematics. A short annotation is given for most entries. (JP)

ED 085 260 SE 017 092

Henderson, Kenneth B., Ed.  
Geometry in the Mathematics Curriculum.  
National Council of Teachers of Mathematics, Inc., Washington, D.C.  
Pub Date 73

Note—470p.; NCTM 36th Yearbook  
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (Price not available)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Analytic Geometry, \*Curriculum, Elementary School Mathematics, Geometric Concepts, \*Geometry, Instruction, \*Mathematics Education, Secondary School Mathematics, \*Teacher Education, Topology, Transformations (Mathematics), \*Yearbooks

Identifiers—National Council of Teachers of Mathematics, Vectors

The nature of geometry and the manner in which it should be taught are presented from various points of view. The Yearbook is in four parts. Part I has two articles on the role of informal geometry in school mathematics; one covers the elementary grade levels and the other, the secondary school. The authors of articles in Part II address themselves to various approaches that may be used to present formal geometry in the secondary school. Each of the chapters describes the rationale of the approach, its philosophy and objectives, the kinds of students for whom the approach is most appropriate, the possible scope and content of the course that uses the particular approach, and special considerations and variations related to the approach. In Part III, three conceptions of contemporary geometry are presented, which include the underlying theory, the kinds of problems being investigated, and the implications for school geometry that may result. In Part IV, the current status of the education of teachers is reviewed, comments concerning experimental or innovative programs are given, and recommendations for the improvement of the training of teachers of geometry are included. (JP)

ED 085 261 SE 017 093

Catterton, Gene. And Others  
Relevant Mathematics.  
Wynne Public Schools, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72  
Note—492p.; Revised Summer 1973

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Business Skills, Curriculum, Instruction, \*Instructional Materials, \*Mathematical Applications, Percentage, \*Practical Mathematics, Problem Sets, Problem Solving, Relevance (Education), Resource Materials, \*Secondary School Mathematics, \*Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This material was developed to be used with the non college-bound student in the senior high school. It provides the student with everyday problems and experiences in which practical mathematical applications are made. The package includes worksheets pertaining to letterhead invoices, sales slips, payroll sheets, inventory sheets, carpentry and other construction project plans, and other realistic applications of practical, relevant mathematics. (JP)

ED 085 262 SE 017 101

Disinger, John F. Lee, Beverly M.  
State Directories in Environmental Education.

Volume I. U. S. Office of Education Region I.  
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Nov 73  
Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, \*Directories, \*Educational Programs, \*Environmental Education, Human Resources, Instructional Materials, Programs, \*Resource Materials, Secondary School Science, \*State Programs

This compilation is one of a series produced through the combined efforts of the United States Office of Education/Environmental Education, coordinators for environmental education in the various states, and the ERIC Center for Science, Mathematics, and Environmental Education, in an attempt to collect and detail environmental education efforts throughout the nation. The series is assembled in geographical groupings, using combinations of the U.S. Office of Education regions. This first volume in the series includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Environmental education information from these states is provided under the following headings: State Environmental Education Contact; State Plan Activities; School Programs and Activities (or Environmental Education Programs Funded); University and College Programs and Activities; Groups and Agencies with Interest in Environmental Education; Resource Materials Available; and Possible Resource People. Related documents are SE 017 102 - SE 017 105. (JR)

ED 085 263 SE 017 112

Improved Mathematics Curriculum Through Computer Time-Sharing. End of Project Report for Title III, ESEA.

Horry County Board of Education, Conway, S.C.  
Pub Date 30 Jun 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, Chemistry, \*Computer Oriented Programs, \*Curriculum, Education, \*Instruction, Mathematics, Physics, Program Descriptions, \*Science Education, \*Secondary School Mathematics

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Mathematics and science classes integrated computer science activities into the regular secondary curriculum. This document reports the nature of the computer activities used in conjunction with an algebra II class, a physics class and a chemistry class. A computer programming class was also established as a year-long elective course. Success and problems encountered in this project are discussed and a subjective evaluation of the programs is given. This work was prepared under an ESEA Title III contract. (JP)

ED 085 264 SE 017 181

Stiglmeier, Lois Mireault  
Teachers' Judgments of Pupils' Dependence/Self-Reliance Characteristics Mode of Instruction and Their Relationship to Achievement.

Pub Date 72

Note—119p.; Ed.D. Dissertation, State University of New York, Albany

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,707 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Diagnostic Teaching, Educational Diagnosis, \*Individualized Instruction, \*Instruction, Mathematics Education, \*Research, \*Secondary School Mathematics, Student Characteristics, Teacher Influence

Identifiers—Research Reports

This study investigated the relationship between teachers' judgments of students' instructional needs, the mode of instruction received by the student, and his academic achievement. The teachers were asked to judge 102 eighth-grade pupils on a self-reliance/dependence scale which had been developed for this study; the students had been in an individually diagnosed and prescribed mathematics program for three years. A Chi-Square analysis and Fisher Exact Probability Test were computed to determine the degree to which teachers discriminated in terms of judged personality and instructional treatment. A two-factor (treatment and judgment) analysis of covariance with three covariates (mental ability, reading ability, and mathematics ability) was employed for further analysis of the collected data. Statistical significance was established at the .05 level. No significant relationship was found to exist between the teachers' judged needs and the mode of instruction received by the learner nor was there any significant difference between the academic achievement of those pupils who were matched in terms of judged personality and mode of instruction and those mismatched in terms of judged personality and mode of instruction. (Author/JP)

ED 085 265 SE 017 183

Bunch, Martha Anne

A Study of the Effects on Retention and on the Problem-Solving Ability of Students When Geometry Is Used as an Aid in Teaching Factoring of Second-Degree Polynomials.

Pub Date 72

Note—135p.; Ph.D. Dissertation, University of Missouri-Kansas City

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,718 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Algebra, Geometric Concepts, Grade 8, \*Instruction, Mathematics Education, \*Problem Solving, Programmed Instruction, \*Research, \*Secondary School Mathematics, Teaching Techniques

Identifiers—Research Reports

The purpose of this study was to investigate the effects of the addition of geometry and geometric illustrations as a supplement to the teaching of factoring second-degree polynomials. Sixty eighth-grade students with certain prerequisite skills were randomly assigned to six treatment groups. Each group was taught factoring of quadratic polynomials through a computer-assisted program. The treatments were generated by varying the insertion of geometrical interpretations into the computer program. Scores of alternate forms of an instrument designed to measure the particular abilities that were taught were used as observations of the treatment groups midway through the instruction, at the end of instruction, and following an interval of three months without instruction. A one-way analysis of covariance was used with two covariates: (1) the number of minutes spent by students at the terminal, and (2) the percentage scores on the Iowa Test of Basic Skills. Analysis of the data revealed in each case an F ratio that was not significant. The insertion of geometrical interpretations into the algebraic instruction thus did not significantly affect problem-solving ability. (Author/JP)

ED 085 266 SE 017 184

Skipper, Slade Welma

A Study of the Use of Manipulative Materials as Multiple Embodiments for the Study of Numeration Systems by Prospective Elementary Teachers.

Pub Date 72

Note—195p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-21,485 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Elementary School Teachers, Instruction, \*Learning Theories, \*Mathematics Education, \*Number Concepts, Preservice Education, \*Research, \*Teacher Education, Teaching Techniques

Identifiers—Research Reports

This study investigates effects of different instructional methods on positional numeration systems. It involved prospective elementary

teachers and assessed (1) understanding, (2) performance, and (3) transference of numeration concepts. The effects were measured by the Test On Numeration Systems (TONS). During each of two semesters, three mathematics classes for elementary teachers were randomly selected and assigned to one of three treatment groups. These groups involved a total of 47, 53, and 45 subjects. Data from each part of the TONS pre- and posttest were analyzed by analysis of covariance, using the pre-test as the covariate. When significant differences were detected, pairwise differences were determined by the use of Scheffe's test. No significant differences were obtained for the first of the two replicate groups. Significant differences on all criterion measures for the second replicate group were obtained, but Scheffe's test did not detect any significant pairwise differences. From the data it may be concluded that prospective elementary teachers who were presented positional numeration systems through the lecture method performed as well as or better than those having instructional units utilizing the ideas of Dienes. (Author/JP)

**ED 085 267** SE 017 185

Gray, Theresa Marie  
A Field of Mathematics Laboratory Development  
in Youngstown, Ohio.

Pub Date 73  
Note—125p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-21,242 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Achievement, Attitudes, Curriculum, \*Elementary School Mathematics, \*Instruction, \*Laboratories, Laboratory Procedures, Learning, \*Slow Learners, \*Student Motivation

Identifiers—Research Reports

In the fall of 1970 the LAMPS (Laboratory Approach to Mathematical Problem Solving) Program began to operate in three elementary schools. This field study deals with the procedure, problems, disappointments, and successes in developing the LAMPS Laboratories. It describes the efforts made to secure greater student involvement and achievement in mathematics, and more teacher enthusiasm and participation in the student-learning situation. An analysis was made of students' scores on the Jastak Wide Range Achievement Test in Arithmetic, which had been used both as a pre- and posttest. A locally developed questionnaire was used to sample pupil attitudes. An evaluation questionnaire was distributed to the classroom teachers who had students in the mathematics laboratories. The principals were interviewed by the coordinator of Urban Education of the Educational Research Council of America, Cleveland Office. When data from these evaluative procedures were summarized, it appeared that the LAMPS Program was contributing to the improvement of attitudes and achievement of "quite a few" mathematically-deficient students. This study also suggested many general procedures for instituting mathematics laboratories. (Author/JP)

**ED 085 268** SE 017 186

Labaki, Felix George  
The Development of a Scale for Measuring the Attitudes of Middle-School and High-School Students Toward Geometry.

Pub Date 73  
Note—95p.; Ed.D. Dissertation, State University of New York, Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,860 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Affective Tests, \*Attitudes, \*Attitude Tests, \*Geometry, Mathematics Education, Middle Schools, \*Secondary School Mathematics, Student Attitudes, \*Testing

Identifiers—Research Reports

The primary goal of this study was to develop an instrument for measuring students' attitudes toward geometry at both the middle-school and the high-school levels. Sample items were solicited from both professional educators and students; from these, 67 pairs of Likert-type statements were created. These statements were tested for understandability by interviewing students to

whom the questionnaire had been given. Fifty-four pairs survived this inspection and were field-tested on 318 middle- and high-school-students. A validity coefficient was established by interviewing 36 of these subjects and comparing interview results with written responses. Five sub-scales (interest-pleasure, difficulty, relevance, comparison with other mathematics, and teacher influence) were identified subjectively. Correlations of split-halves of the sub-scales, of individual items across all the sub-scales, and of the split-halves across all the semi-sub-scales showed that the sub-scales did indeed different attitude referents. Additional analysis yielded the final form entitled GAS-50. A new sample of 319 students was given the final form; reliabilities ranged from .673 to .839 on the five sub-scales. The total scale yielded a KR-20 of .922. (Author/JP)

**ED 085 269** SE 017 187

Swanson, Richard Eugene  
Externally Paced Testing: A New Approach to Measuring Externally Paced Programmed Instruction.

Pub Date 73  
Note—125p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,619 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Attitudes, \*College Mathematics, Freshmen, \*Instruction, Learning, \*Mathematics Education, Probability, \*Programmed Instruction, \*Testing

Identifiers—Research Reports

The purpose of this study was to determine the effect of using externally paced testing upon cognitive achievement and attitudes of college freshmen who were administered externally paced programmed instruction material in mathematics. Three groups, each containing equal numbers of students representing three characteristics work rates, were administered 271 frames dealing with permutations, combinations, and probability at three different externally controlled rates. Each of the nine treatment groups was randomly divided into three smaller groups and presented immediate posttests at three different externally controlled rates. Retention tests were given three weeks later under the same externally paced conditions. An analysis of covariance was performed with SAT mathematics and verbal scores used as covariates. Where significant differences were found among the adjusted mean scores, the Scheffe multiple comparison test was used. There was no significant difference in test scores for students who used different natural working rates and for subjects subjected to three externally controlled teaching rates. Students administered posttests under an average rate had significantly greater scores ( $P$  less than .05) than students who used a fast controlled rate. There were no significant interactions of any combinations of natural pacing rates, controlled teaching rates and controlled testing rates. (Author/JP)

**ED 085 270** SE 017 188

Frumess, Suzanne Crew  
A Comparison of Management Groups Involving the Use of the Standard Behavior Chart and Setting Performance Aims.

Pub Date 73  
Note—131p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-22,904 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Class Organization, \*Elementary School Mathematics, \*Instruction, \*Research, \*Self Directed Classrooms, Student Participation, \*Teaching Methods, Teaching Procedures

Identifiers—Research Reports

The effects of self-management on children's academic performance were studied. Four groups varying in degree of self-management and a control group were pre- and posttested in basic math facts before and after eight weeks of continuous daily measurement. During the eight weeks, the four groups took daily one minute timed math tests, graded the tests, and tallied their own scores. The NCSA group participated in the aforementioned skills only. In the TCTSA group teacher charting and setting aims for the children

were added but this information was kept for the teacher only. In the SCTSA group teacher setting aims for the children was added and these aims were shared with the children; the children charted. In the SCSSA group the children did both their own charting and aim setting. The results indicated that SCSSA and SCTSA made significant gains over all other groups between pre- and posttesting and the NCSA group made significant gains over the control and the TCTSA groups. The study did not yield results indicating a difference in performance due to teacher- or student-set aims. There was no significant difference between SCTSA and SCSSA; both groups made essentially equal gains. (Author/JP)

**ED 085 271** SE 017 189

Fry, Dale Eugene  
A Comparison of the College Performance in Calculus-Level Mathematics Courses Between Regular-Progress Students and Advanced Placement Students.

Pub Date 73  
Note—109p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,333 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Achievement, \*Advanced Placement, Calculus, \*College Mathematics, \*Mathematics Education, \*Research, \*Student Characteristics

Identifiers—Research Reports

College students' performance in their first two calculus-level mathematics courses was studied by comparing students skipping, on any basis, one or more courses in the regular calculus sequence and students reaching these same courses through the regular sequence. Those skipping via CEEB AP and those skipping for any other reason were also compared on performance. Obtained from 50 institution offices were lists of AP students entering first term, class lists of second-term courses having AP students, and each student's SAT math/verbal scores, age, sex, high school, and grades in his last two math courses. AP students were matched with regular progress (RP) students in the same class and having SAT math scores within 25 points of each other. These data were treated with the Wilcoxon matched pairs signed-ranks test, Kendall Partial Rank Correlation Coefficient, or the Chi-square test. In all but one case, AP students scored at least as well as RP students whether or not placement was based on CEEB AP scores or some other criterion. There were no significant differences between CEEB AP students and AP students based on other criterion. None of the other factors investigated were significant in performance comparisons. (Author/JP)

**ED 085 272** SE 017 190

Fisher, Merrill Edgar  
A Comparative Study of Achievement in the Concepts of Fundamentals of Geometry Taught by Computer Managed Individualized Behavioral Objective Instructional Units Versus Lecture-Demonstration Methods of Instruction.

Pub Date 73  
Note—176p.; Ed.D. Dissertation, George Washington University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-25,330 Microfilm-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Achievement, Behavioral Objectives, \*Computer Assisted Instruction, Computer Oriented Programs, \*Geometry, Grade 11, \*Individualized Instruction, Instruction, Predictor Variables, \*Research, \*Secondary School Mathematics

Identifiers—Research Reports

The purposes of this study were (1) to identify and compare the effect on student achievement of an individualized computer-managed geometry course, built on behavioral objectives, with traditional instructional methods; and (2) to identify how selected individual aptitudes interact with the two instructional modes. The subjects were eleventh-grade students who elected geometry in their program of studies. The Cooperative Mathematics Test for Geometry was used to assess achievement, and scores from the Lorge-Thorndike Intelligence Tests, Tests of Academic



Progress, and other selected variables were obtained. Analysis by a variety of statistical techniques indicated that the computer instruction curriculum and the traditional curriculum are equally effective in the development of skills in geometry and equally effective in producing achievement gains. The traditional curriculum is slightly superior in teaching nonverbal concepts related to geometry while the computer instruction is more effective in teaching verbal concepts. The L-T nonverbal scores and the final grades assigned in Algebra II are significant (.05 level) prediction variables on the Cooperative Mathematics Test. Students who study the computer are more likely to achieve at predicted levels of expectancy than students who study the traditional curriculum; the reverse is true for high-ability students. (Author/JP)

## SO

ED 085 273 SO 003 050

Olsen, John Alden  
**Human Ecology: A Means of Environmental and Demographic Analysis in Educational Research.**  
 Pub Date 72

Note—14p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, \*Community Characteristics, Demography, Ecological Factors, \*Educational Planning, \*Educational Research, Human Geography, \*Research Methodology, School Districts, \*School Planning, Socioeconomic Influences, Speeches, Suburban Schools

The purpose of the study was to provide an ecological-demographic analysis of a suburban elementary school attendance area by examining the sociocultural elements within the spatially delimited boundaries. The area, though beyond the limits of the incorporated city, was part of the urban school district which transcended the political boundaries of the city to include its non-incorporated suburban areas. The framework of the study was built upon the four fundamental elements of human ecology: population, technology, environment, and organization. Residents were surveyed to determine age, mobility, and career stability. Local business men, land developers, and county planning officers, were interviewed; land use patterns within the area were analyzed. The study established that there was no definable neighborhood: the attendance area was an artificial construct used to delimit the elementary school population. The research methodology provided information from which school administrators and district policy makers could estimate growth patterns, financial support for educational programs within the area, and the effect that these factors could have upon school programs. (MB)

ED 085 274 SO 005 381

**Problems of Democracy for Secondary Schools. Learning Materials and Activities: Electives, Alternatives, Mini-Courses.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.  
 Pub Date 71

Note—180p.; Oversized document  
 Available from—Board of Education of the City of New York, Publications, Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00)

Document Not Available from EDRS.

Descriptors—Crime, Curriculum Enrichment, Democracy, Drug Abuse, Ecology, Instructional Materials, Learning Activities, Narcotics, \*Problem Solving, Resource Guides, \*Resource Materials, \*Social Problems, \*Social Studies, Social Studies Units, Teaching Skills, Teaching Techniques, Urban Studies

Identifiers—\*Controversial Issues, Skill Profile

This social studies curriculum bulletin is intended as a resource for teachers in grades 7-12. Social studies units are provided to teach students to cope with conflict, resolve issues, and bring about orderly social change. Seven problems are developed in detail: 1) the nature of democracy and role of the individual; 2) the challenge of urban America: the problems of megalopolis; 3) youth in American life; 4) narcotics and drug

abuse; 5) the ecological crisis: Can man survive?; 6) crime and the law; 7) social dissent and the law. Learning activities, which comprise the major portion of the bulletin, reflect current trends in social studies such as the multidisciplinary approach, in-depth study, empathetic viewing of people, critical analysis of unsolved problems, use of multi-media resources, and experimentation in methodology. Teaching strategies for social studies skills development are suggested in the appendix. (Author/RM)

ED 085 275 SO 005 906

Porter, David O. Porter, Teddie Wood  
**Searching for Models of Community Influence in Schools: A Theoretical Model and a Study of Independent Schools.**

Pub Date Feb 73

Note—50p.; Paper presented at the American Educational Research Association meeting (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bureaucracy, Data Analysis, Decision Making, Dissent, Educational Change, Educational Research, Marketing, Middle Class Parents, Models, Parent Attitudes, \*Parent School Relationship, \*Private Schools, Public Education, \*Public Schools, Research Design, \*School Community Relationship

Identifiers—Public Services

In order to provide services in a manner that will keep the attention and confidence of their consumers, new efforts must be made and ways found to involve the public in the decisions and operations of individual public education institutions. Some ways in which public education may generate more involvement by individual consumers are examined here. Arguments behind moves to reform educational institutions are presented and preliminary findings of a study of private, non-religious schools are reported to indicate why middle class parents leave public school systems and remain in independent schools. The parameters of this choice are defined by differentiating between the actual processes for producing and allocating public services and ideal conditions of markets and bureaucracies. To understand the problem of more satisfactory delivery of educational services, three questions were asked of four non-religious, independent, nonpublic schools in the Washington D. C. area: 1) what caused parents to reach dissatisfaction with public schools? 2) how do these alternative schools satisfy them? 3) do these schools provide models to apply to public schools? Data revealed seven substantial reasons for leaving public schools and six factors of parent satisfaction with alternative schools. (Author/KSM)

ED 085 276 SO 005 929

**Symposium on Research into the Education of the 16-19 Age Group. Documentary Material.**

Documentation Centre for Education in Europe, Strasbourg (France).

Pub Date Sep 72

Note—65p.

Available from—Librairie Berger-Levrault, Place

Brogie, Strasbourg, France

Document Not Available from EDRS.

Descriptors—Achievement, \*Comparative Education, Educational Change, \*Educational Improvement, \*Educational Research, Higher Education, Models, Program Descriptions, \*Research Projects, Research Reviews (Publications), Sciences, Secondary Education, Social Factors, Student Attitudes, Symposia, Technology

Identifiers—\*Europe

This document was prepared as background material for the third in a series of symposia initiated by the Council of Europe's Educational Research Committee. It is a reprint of detailed descriptions of projects and comprehensive excerpts from articles by researchers on research problems concerning the education of the 16-19 year olds. The samples, some published in French and some in English, are organized under these general headings: Attitudes of Students; Sociological Aspects; Structure of the Education System; Science and Technology; and Achievement Levels. These provide an overview of the research efforts in member states devoted to the improvement of the first phase of post-compulsory education which is of crucial importance for the future development of education in Europe. (Author/SHM)

ED 095 277

SO 006 048

Patrick, John J.  
**Instruction for Political Competence.**

Pub Date May 73

Note—66p.; Prepared for delivery at the Michigan State University Conference, "Social Education: An Examination of Purposes and Perspectives", May 11-12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Government (Course), Behavioral Objectives, Criterion Referenced Tests, \*Curriculum Design, Curriculum Development, Decision Making, Educational Environment, Educational Strategies, Educational Theories, Group Experience, Inquiry Training, Learning Activities, Learning Laboratories, \*Political Science, School Role, \*Student Centered Curriculum, Student Teacher Relationship, \*Teaching

Identifiers—\*Competency Based Instruction

The development process of an alternative to high school government courses included the elaboration of a two-semester course called Comparing Political Experiences. The discussion of a competency-based approach to instruction and learning used in this course specifies, in diagram and in theoretical terms, three phases in achieving political competencies, formulation of measurable instruction objectives, attainment of objectives, and measurement of learner achievement. Secondly, the use of competency-based instruction appropriate to program goals requires a scheme for sequencing lessons, integrating instructional objectives with procedures, and creating a specific instructional context between teacher and learner. Thirdly, the implementation draws on a variety of instructional techniques and materials, seen in a sample unit, and uniquely integrates social science concepts and inquiry skills with political decision-making and participation through the use of the school as a political learning laboratory. (KSM)

ED 085 278 SO 006 164

Levien, Roger E.  
**Educational Research in Japan—1972.**

Rand Corp., Santa Monica, Calif.

Report No.—Rand-P-4963

Pub Date Feb 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, Colleges, \*Comparative Education, \*Educational Research, National Surveys, Organization, Research and Development Centers, Research Projects, Universities

Identifiers—\*Japan

Surveying the Japanese educational research and development system, this paper contains information on education agencies, research institutes, and universities and colleges. The keystone of the Japanese system is the Ministry of Education, from which most authority and funds derive. Its activities include gathering and publishing statistics, funding scientific research through grants to universities, coordinating the activities of research institutes, commissioning research studies, and nominating pilot schools for research. Among the approximately 400 educational research institutes in Japan, two are national: the National Institute of Educational Research (NIER) and the National Institute of Research on Special Education. In addition, each prefecture and important municipality has an institute, as do many private companies. The discussion lists the various types of Japanese institutes conducting educational research and outlines their activities. (Author)

ED 085 279 SO 006 198

**Identifying and Developing Musical Behaviors: A Design for Learning (K-6).**

Arizona State Dept. of Education, Phoenix.

Pub Date 73

Note—346p.; Oversized document, actual page count 173 pages

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavioral Objectives, \*Concept Teaching, Course Content, Cultural Awareness, Curriculum Design, Curriculum Development, Curriculum Guides, Elementary Grades, Guidelines, Instructional Materials, Kindergarten, Lesson Plans, \*Models, \*Music Education, Music Techniques, Program Development, \*Skill Development, \*State Curriculum Guides

Identifiers—\*Arizona, ESEA Title III

This curriculum guide for developing musical behaviors in grades K-6 offers a model for mov-

ing the young child from basic knowledge attainments to higher levels of musical behavior. A procedure for developing and implementing course objectives is outlined. Concepts/skills to be acquired at given levels are provided to assist teachers and administrators in developing local programs. Sample lesson plans which illustrate a suggested model and contain appropriate content for selected concept/skills are included. (SHM)

ED 085 280 SO 006 200

Morrissey, Jim. *Waltz, Charles*.  
Madison Public Schools. La Follette Careers Program. Tenth Grade Social Studies Guide.  
Pub Date Aug 69  
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, \*Career Education, Concept Teaching, Curriculum Guides, Evaluation Techniques, Films, Fundamental Concepts, Grade 10, Instructional Materials, Instructional Media, Learning Activities, Secondary Education, \*Social Studies, Teaching Guides, Teaching Methods, Unit Plan, \*Western Civilization, \*World History

A social studies course for a tenth grade career program is outlined in this curriculum and teaching guide. A calendar plots the time sequence for the nine units which cover prehistory to the present. The format of each unit is in three sections. The interrelated concepts, behavior goals, and teaching methods and learning activities are presented, followed by suggestions for media to be used (texts, lectures, slides, tapes, transparencies, and filmstrips), ending with student evaluation procedures. The chronological units outlined with their subtopics include: Before Recorded Time; Civilizations Emerge Along River Valleys; The Classical World Provides Models for the West; The Fusion of Germanic and Classical Cultures; An Age of Transition; The Rise of Modern Ideology; Economic Organizations Reflects Change; Western Civilization Becomes World History; and the Challenges of Western Ascendancy. A film list coordinates each subunit to a date for a film showing. Outlines of the units themselves occupy the major portion of the guide. (KSM)

ED 085 281 SO 006 456

Danzer, Gerald A.  
America in Perspective: Yesterday's Questions and Today's Students.

Pub Date [72]

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American History, \*Colonial History (United States), European History, \*Inquiry Training, Learning Activities, Philosophy, Revolutionary War (United States), Secondary Education, Teaching Guides, Teaching Techniques, \*United States History, Units of Study (Subject Fields)

Identifiers—Belknap (Jeremy), Primary Sources

In 1780, a prize was established in France for the best answer to the question: "Was the discovery of America a blessing or a curse to mankind?" This question and its only response from an individual living in America, constitute the basis of a high school history class unit. The background of the question and the content are developed, stressing academic discussions about America in eighteenth-century Europe, especially in France. A short biography of Jeremy Belknap, the American Respondent, is presented, emphasizing his other writings. A classroom study guide describes how the essay may be used in the classroom by suggesting techniques for the study of its style, form, and content. The primary benefit of the question is seen as a stimulus for the student in considering America as a whole and in placing this larger idea of America in the context of mankind. Further reading materials are discussed. Belknap's answer and a form for recording the viewpoints of aboriginal Americans, African Negroes, European immigrants and those who remained in Europe, are reproduced. (KSM)

ED 085 282 SO 006 459

Hoffman, Judy  
Southwest History. [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date 72

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*American Culture, \*American Indians, Business, Career Education, Course Objectives, Curriculum Guides, Elective Reading, Enrichment Activities, Learning Activities, Medicine, \*Mexican Americans, Reading Assignments, Secondary Education, \*Social Studies, \*United States History, Urban Studies  
Identifiers—Arizona, \*Southwestern United States

A course on South west history part of a high school career curriculum project, is outlined. Objectives for each part of the course are listed. Course titles include: Urban Problems in the Southwest, Mexican Americans in the Southwest, Southwest History, Americans in the Southwest, Indians in the Southwest, Urban Problems, and History of Business and Industry. Several course titles have more than one learning package, each outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Packages include: The Mexican-American Today; Mexican-Americans Begin to be Heard; Cowboys; Medicine; Business in the Southwest; Ancient Indian Culture; Pueblo, Hopi, and Zuni; Red Power; Apache Group and Comanches; Mining in Arizona; Introduction to Urban Problems; Race Relations in the Cities; Planning; Crime; and Western Justice. The units on American Indians contain reproductions of literature, songs, symbols, and Indian picture writing. Related documents are SO 006 460 and SO 006 461. (KSM)

ED 085 283 SO 006 460

Gentner, Weston L.  
The Free Enterprise System. [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date 72

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Business Cycles, \*Career Education, \*Consumer Economics, Course Objectives, Curriculum Guides, \*Economic Education, \*Economics, Enrichment Activities, Learning Activities, Occupational Information, Reading Assignments, Resource Materials, Secondary Education, \*Social Studies, Taxes, Unemployment

Identifiers—\*Free Enterprise

A course on free enterprise, part of a high school career curriculum project, is outlined. Seventy-two objectives for the course are listed. An introduction establishes the purpose of studying free enterprise, a state required course, in terms of learning citizenship responsibilities and gaining knowledge of a private enterprise economy. Four general course objectives are listed, followed by the titles of the eleven learning packages which constitute the course. These include: The Idea of Economic Scarcity; Economic Choices; Specialization; The Market System; Government in the Economy; The Consumer in the Economy; The International Economy; The Free Enterprise System; Understanding Taxes; Unemployment - A Social Problem; and Becoming Economically Independent. A reading list, a list of career materials and periodicals in the high school resource center, a list of filmstrip titles on vocational guidance, and a book report form precede the major portion of the guide which contains outlines of each learning package. All packages follow a similar format, consisting of a rationale, objectives, a pre-test, information sources, activities, evaluation, and quest opportunities. Related documents are SO 006 459 and SO 006 461. (KSM)

ED 085 284 SO 006 461

Hoffman, Judy  
World History. Volumes I and II. [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date 72

Note—518p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—\*Ancient History, Career Education, Communications, Course Objectives, Curriculum Guides, Elective Reading, Enrichment Activities, Learning Activities, \*Modern History, Political Science, Reading Assignments, Religion, Secondary Education, \*Social Studies, Transportation, War, \*Western Civilization, Womens Studies, \*World History

Volumes I and II of a world history course, part of a high school career curriculum project,

are outlined. Objectives are listed by course title. Course titles include: Early Communication - Languages and Writing; World History; Law and Order in Ancient Times; Early Transportation; Women in Ancient Times; Art and Literature in Ancient Times; History of Music, Art and Literature; History of Military and Wars; Science and Medicine; The Church in the Middle Ages and the Reformation; Women's Rights; The Enlightenment; The Middle Ages and Renaissance; Business and Industry; Political Revolutionaries; Witchcraft; Early Agriculture; War Since 1945; and Political Revolutions. Several course titles have more than one learning package for the different time periods covered. Each package is outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Related documents are SO 006 459 and SO 006 460. (KSM)

ED 085 285 SO 006 464

Moral Education: Development of a Model. Final Report.

Educational Testing Service, Princeton, N.J.

Bureau No—BR-2-B-114

Pub Date [72]

Grant—OEG-2-2-26114

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Behavior Development,

\*Behavior Theories, Classification, Conceptual Schemes, Democratic Values, Educational Philosophy, Educational Research, \*Ethical Instruction, Literature Reviews, \*Moral Development, \*Moral Values, Social Behavior, Social Development, Sociocultural Patterns, \*Values

The aim of this inquiry was to evaluate the existing literature on moral evaluation and development, to develop a model to clarify the concepts of moral judgement, development and commitment, and to specify their sources, structures, and interrelations. The purpose was to try to resolve whether these concepts are best understood from an instinctivist, operant conditioning, social learning, or stage-theory approach. Current issues in the field, significant scientific theory, and the relevance of these matters for public policy are discussed. Research procedures included: a review of the literature; construction of a classification scheme of essential elements in the theories reviewed; an application of these elements to classes of human characteristics; and an attempt to evolve a value-free concept of the moral domain. Findings dealt with generalizations about theories of human behavior and moral action. Implications of the findings present negative warnings about prevalent attitudes toward the inculcation of moral codes which stress democratic liberalism. The bibliography partially lists the pertinent literature (72 documents) and lists all works analyzed in the research process. (Author/KSM)

ED 085 286 SO 006 472

Conklin, Gerald T., Comp. Wilcox, Christopher J., Comp.

Inquiry. A Project of the Wisconsin Bar Foundation.

Wisconsin Bar Foundation, Madison.

Pub Date Aug 71

Note—137p.

Available from—Wisconsin Bar Foundation, 402 West Wilson Street, Madison, Wisconsin 53703 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Civil Rights, Consumer Education, Curriculum Guides, Ecology, Freedom of Speech, Instructional Materials, \*Law Instruction, \*Laws, Legal Problems, Secondary Education, Student Rights, Teaching Techniques, Units of Study (Subject Fields)

This manual consists of comprehensive outlines of instruction programs to teach high school students about the U.S. laws and legal systems. The outlines are intended to supplement earlier program materials published by the Wisconsin State Bar and are keyed to instructional units in the master schedule. The teaching approach is one of continuous interchange between instructor and student. Included in each outline are a general goal statement, activities and exercises, supplementary materials, and suggestions for outside reading. Outlines are presented on the following topics: Disruption and Free Speech; Sample Current Laws; the Student Buyer; Landlord-tenant;

the City, Ecology, and the Establishment; the Student at School; the Student at Home; Bill of Rights; Jobs and Business; Cars and Legal Problems; and Selective Service Law. (Author/RM)

**ED 085 287** SO 006 539  
Statistics of Education in Nigeria, 1969 Series II, Volume II.

Federal Ministry of Education, Lagos (Nigeria).  
Pub Date [70]  
Note—100p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Comparative Education, Comparative Statistics, Educational Administration, \*Educational Development, Educational Practice, \*Educational Programs, Elementary Education, Foreign Countries, Higher Education, School Statistics, Secondary Education, \*Statistical Surveys, \*Tables (Data), Teacher Education, Technical Education, Vocational Education

Identifiers—\*Nigeria

This publication is a compilation of data on a variety of subjects in the field of education in the twelve states of the Federal Republic of Nigeria. The structure of the educational system is described. Statistics cover all government, local and native authority, and aided voluntary agency schools depending on or registered by the Ministries of Education. Unaided private schools approved or under approval by the Ministries of Education are also included, if operating. Tables in Part One summarize general and retrospective data concerning primary education, secondary education and higher education (number of schools, number of teachers and pupils, statistics related to general education, technical and vocational education and teacher training). Part Two contains the following statistics on educational institutions for the year 1968: number of schools, number of classes, number of teachers, pupil information, teacher information, and information on enrollment in institutions of higher education. Tables in Part Three include information on the number of degrees and certificates of education granted. (SHM)

**ED 085 288** SO 006 543  
[Finnish National Board of Education Information Bulletin].

Finnish National Board of Education, Helsinki.  
Research and Development Bureau.  
Pub Date Jan 73

Note—13p.

Available from—National Board of Education, Research and Development Bureau, Helsinginkatu 34, 00530 Helsinki 53, Finland

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Organization, Bulletins, \*Comparative Education, Educational Development, \*Educational Experiments, Educational Planning, Educational Programs, \*Educational Research, Educational Sociology, \*Information Dissemination, Research and Development Centers, Research Needs, \*Research Projects, Secondary Education

Identifiers—\*Finland

This bulletin disseminates information concerning educational research and experimentation in Finland. The general principles of educational research are outlined. Attention focuses on achievement of effective cooperation between educational research and decision-making. The organization of research activities promoting educational planning in Finland is outlined and development activities in 1973 are described. Ten institutes of education which are involved in educational research are listed with addresses. A summary of the Finnish Senior Secondary Research Project, a broad longitudinal study on the encounter between a cohort of youth and the actual Finnish educational system and society, is included in the document. (SHM)

**ED 085 289** SO 006 544

Pedrin, Bonnie C. Pedrin, D. T.  
Operant Conditioning and Learning: Examples, Sources, Technology.

Pub Date [73]

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annotated Bibliographies, Behavioral Science Research, \*Behavioral Sciences, Behavior Change, Behavior Theories, Curriculum Development, Educational Psychology, \*Educational Research, Effective

Teaching, \*Learning Processes, Literature Reviews, \*Operant Conditioning, Psychological Studies, \*Psychology, Scientific Concepts, Technology

The purpose of this paper is to relate psychology to teaching generally, and to relate behavior shaping to curriculum, specifically. Focusing on operant conditioning and learning, many studies are cited which illustrate some of the work being done toward effectively shaping or modifying student behavior whether in terms of subject matter or discipline. The paper reviews much of the research data presented in the professional journals since the middle 1960's documenting the efficacy of operant conditioning and learning in many areas of personal-social functioning. Consideration is also given in the paper to the increasing importance of instrumentation and technology in operant conditioning. A separate and select annotated bibliography includes key sources and summaries. (Author/SHM)

**ED 085 290** SO 006 545

KTL Newsletter, 1973:1. The Report of the Committee on the Reform of Student Evaluation.

Jyväskylä Univ. (Finland). Inst. for Educational Research.

Pub Date 73

Note—6p.

Available from—Institute for Educational Research, University of Jyväskylä, 40100 Jyväskylä 10, Finland

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Performance, \*Comparative Education, Comprehensive Programs, Educational Change, Educational Objectives, \*Educational Research, \*Evaluation Methods, Evaluation Techniques, Grading, Models, Newsletters, Predictive Measurement, Secondary Education, \*Student Evaluation, \*Testing

Identifiers—\*Finland

This newsletter summarizes the work of a committee, set up by the Ministry of Education, which sought to define the objectives and the methods of student evaluation and to draw up a proposal for reforming and standardizing student evaluation in the comprehensive and the secondary school. Deficiencies of current methods of student evaluation are discussed. General objectives for evaluation in relation to the objectives of educational policy and the objectives of general social policy are examined. Three evaluation models which include the predictive function of evaluation are described. The newsletter also presents the committee's performance assessment model (pass-fail grading) which presupposes specified goals. Reforms of the marking scale for grades reports are recommended and a plan for implementation of reforms in evaluation of students is suggested. (Author/SHM)

**ED 085 291** SO 006 616

Spurgin, John H. Smith, Gary R.

Global Dimensions in the New Social Studies.

American Political Science Association, Washington, D.C.; Denver Univ., Colo. Center for Teaching International Relations; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-165

Pub Date 73

Note—160p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$4.75; order SSEC Publication Number 165)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Comparative Analysis, Course Descriptions, Curriculum Development, Curriculum Evaluation, Curriculum Study Centers, Directories, Foreign Relations, \*Games, Instructional Materials, \*International Education, Literature Reviews, Political Science, \*Projects, Secondary Grades, \*Simulation, Social Sciences, \*Social Studies, \*World Affairs

Identifiers—Global Education, \*Worldmindedness  
This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. The intention of the authors is to provide a handy, practical

tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives. Fourteen projects are analyzed and indexed by subject, director, source, publisher, and grade level; twenty-two simulation/games and eight global education projects or organizations are annotated. The introduction to the survey and a final bibliography give an overview of global (international) education as a part of high school curricula from the earlier 1960's to the present. (Author/JH)

**ED 085 292** SO 006 617

Chapman, Katherine

Guidelines for Using a Social Simulation/Game.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-163

Pub Date 73

Contract—OEC-0-70-3862

Note—35p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$1.20, SSEC Publication Number 163)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Games, Educational Philosophy, Educational Research, Elementary Education, Evaluation Methods, \*Games, \*Game Theory, Guidelines, Learning Experience, Rating Scales, Role Playing, Secondary Education, \*Simulation, \*Social Studies, Teacher Behavior, Teacher Role, Teaching Guides, Teaching Techniques

Designed to help teachers maximize outcomes from using any social simulation/game, these guidelines are one part of a project which attempts to provide analytical and critical information on the use of simulation/games in social studies classrooms. The general approach of the guidelines is applicable to any of the simulation type activities now used in classrooms, although the orientation is specifically designed for simulation/games. The first part outlines the general teaching/learning approach, or philosophy, that underlies social simulation/games. The second part is a practical guide to preparing for and conducting social simulation/games. Steps outlined are preliminary planning and preparations; game start-up; game play; debriefing; and teacher's post-game tasks. Sample pages of the survey version used in classrooms to provide feedback for the revised guidelines are reproduced. Two other publications of this project with a projected publication date of Spring 1974 are Simulation/Games in Social Studies: What Do We Know? and Simulation/Games in Social Studies: A Report. (Author/KSM)

**ED 085 293** SO 006 626

Brubaker, Dale L. Nelson, Roland H., Jr.

The School as an Organization. A Determinant of Social Studies Curriculum and Instruction. Publication Number 2.

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date 10 Oct 73

Note—10p.

Available from—Dr. Dale L. Brubaker, University of North Carolina, Humanistic Education Project, Curry Hall 103, Greensboro, North Carolina 27412 (Single copies free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Change Agents, \*Curriculum Development, Decision Making, Educational Change, Educational Objectives, Models, \*Organization, Organizational Change, Organizational Development, Power Structure, School Role, Self Concept, \*Social Studies, \*Teacher Education, Teacher Participation, Teacher Responsibility, \*Teacher Role

A basic premise of this essay is that educational organizations perform certain functions for students in order to attain purposes, goals, and objectives, and in turn these functions influence what social studies educators can and cannot do in curriculum and instruction. It is argued that teachers of the social studies must learn about the politics of school organization and become involved in the political process in such organiza-



tions. In the first two sections of the essay it is shown that the purposes, goals, and objectives shape the way the functions of schools are performed and that the emphasis given to each function is an expression of the organization's purposes. The concluding section discusses dimensions of the decision-maker in social studies curriculum and instruction and how he can get the most out of his present school organizational structure while working toward a new school organizational structure. This proposed structure is described as one that places governance functions in the hands of bureaucrats and curriculum and instruction in the hands of the teachers. The teacher's role in accomplishing this model is described as promoting learning to know oneself, to know one's organization, and to know how to change both the organization and self. (Author/KSM)

**ED 085 294** SO 006 627

Brislin, Richard W., Ed.  
**Topics in Culture Learning, Volume 1, 1973.**  
Hawaii Univ., Honolulu. East-West Center.  
Pub Date Aug 73  
Note—107p.

Available from—Director, Culture Learning Institute-East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822 (Single copies available free)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Annual Reports, \*Cross Cultural Studies, Cultural Awareness, Cultural Differences, \*Cultural Factors, \*Cultural Images, \*Culture Contact, Curriculum Development, Educational Innovation, Educational Research, Identification (Psychological), \*Learning Experience, Social Sciences, Sociolinguistics, Transformation Generative Grammar

Activities of the East-West Culture Learning Institute, founded on the premise that patterns of a particular culture may be learned, are reported in Volume 1 of an annual publication. Papers written by the members of the Institute's staff and former Fellows describe research in progress in four major areas of concern. A paper in the area of "Thought and Expression" presents a view of what this area entails and of some potential research projects. The "Cultures in Contact" area is represented by three papers: one on the concerns of changes in individuals as a function of cultures coming into contact; a second on the individual culture-learner who voluntarily chooses to live in a culture other than his own; and a third on techniques successfully used in cross-cultural orientations. The "Cultural Identity" area is covered in a paper on issues involving identity during development of educational systems. The fourth area, "Language in Culture," includes a presentation of transformational grammar and two articles concerned with the socio-linguistic aspects of language change. A list of other Institute publications currently available and information for contributors are included in the text. (Author/KSM)

**ED 085 295** SO 006 639

Beebe, Ralph K.  
**High School American History Course Based on Presidential Elections of 1912, 1936, 1948, 1968, Using Mass Media Available to the Electorate and Related Documents. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.  
Bureau No.—BR-1-J-065

Pub Date 1 Jul 73  
Contract—OEC-X-72-0013(057)  
Note—173p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Classroom Research, Course Descriptions, Educational Innovation, \*Elections, History Instruction, \*Inquiry Training, Learning Laboratories, Microfilm, \*Modern History, \*Political Issues, Reading Material Selection, Resource Materials, Secondary Education, Summative Evaluation, Teacher Developed Materials, Teaching Methods, \*United States History

Identifiers—Minicourses, Primary Sources

This is the report of an attempt to develop and teach a high school American history course based on inquiry techniques. Chapter I and II discuss recent changes in teaching methodology and the author's interest in the problem. Chapter III details the search for materials. Chapter IV describes the new method being tested in the

classroom. Students were provided with copies of mass publication magazines and newspaper microfilm produced in 1948. These materials, along with limited reprints of statistical data and secondary sources, constituted a "history laboratory." After following the 1948 campaign and arguing the major issues, each student voted and defended himself in a final essay examination. Evaluations by independent observers are presented in Chapter V. It was agreed that the course was more than normally popular, and that there were some real cognitive gains. The final chapter presents the author's assessment and recommendations regarding the art of teaching and the process of innovation. Appendices include numerous examples of work done by a random sampling of students in the experimental classroom. (Author/KSM)

**ED 085 296** SO 006 641

Facilities for Cultural Democracy. Rotterdam Symposium on Sociocultural Facilities, (5-9 October 1970).

Council for Cultural Cooperation, Strasbourg (France).  
Pub Date 71

Note—43p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$1.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Conference Reports, \*Democratic Values, Equipment, Facilities, Government Role, Innovation, \*International Programs, Leisure Time, Life Style, Needs, \*Nonformal Education, Pilot Projects, Recreational Activities, Social Development, \*Social Environment, Socialization, \*Sociocultural Patterns

Identifiers—\*Europe

These conference proceedings report the activities of one of a series of symposia dealing with the planning of sociocultural environment. This seminar was concerned specifically with sociocultural facilities and equipment serving the intellectual, artistic, and physical pursuits of individuals, families, and social groups. The main portion of the proceedings are the introductory remarks and discussion of the three main themes: leisure activities in the different European countries; government policies in the cultural field and their effect on facilities; and innovative pilot projects in the field of sociocultural facilities. Recommendations from four working groups touched four areas: the needs and desires of the population and the government's sociocultural policy; the role of the local authorities in the sociocultural policy; the relationship between private industry and the government's sociocultural policy; and popular culture and the sociocultural policy. Appendices list participants and summarize the discussion in the four working groups. A related document is SO 006 640. (Author/KSM)

**ED 085 297** SO 006 644

Curriculum Information Network for the Social Studies. Activities Manual.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jun 73

Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Elementary Education, Information Centers, Information Dissemination, \*Information Networks, Information Retrieval, Information Services, Information Sources, \*Information Systems, Resource Materials, Secondary Education, \*Social Studies, Teacher Developed Materials, Teaching Methods

Identifiers—CIN, \*Curriculum Information Network, INFORMS

This activities manual describes how to utilize the Curriculum Information Network (CIN), a pilot program in the state of Iowa which acquires and disseminates information on new instructional methods and materials designed by Iowa social studies teachers in grades K-12. Part I describes duties of the local representative at the CIN pilot centers, services provided by the public instruction CIN representative, and formats of the CIN Information Packet. Part II provides flow charts which illustrate how to use the CIN, the sheet for teacher input of locally-designed social studies projects, and the negotiation form for retrieving information about a curriculum or instructional project. Presented in the appendices,

which comprise the major portion of the handbook, are definitions of related terms; a description of the ERIC system, what it is and how it works; and names, addresses, and telephone numbers of the field representatives for the Iowa Network for Obtaining Resource Materials for Schools (INFORMS). (Author/RM)

**ED 085 298** SO 006 645

Greeley, Andrew M.

**Faculty and the Epistemological Revolution.**

Pub Date Aug 70

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstract Reasoning, Affective Behavior, Cognitive Processes, College Faculty, Educational Change, \*Educational Philosophy, Game Theory, \*Graduate Study, Higher Education, Learning Experience, \*Learning Modalities, Literature Reviews, \*Professional Education, Scientific Attitudes, \*Sociology, Thought Processes

Identifiers—\*Epistemology

The suggestion that academic professions ought to be treated as games and that graduate school training should consist of preparation in gamesmanship is in this author's viewpoint, perfectly in keeping with the epistemological revolution. The literature of the 1960's which criticized the scientific world-view is reviewed. Three positions that revolutionaries might take are outlined and a fourth position, a compromise, is offered: that the various modalities of human thought and expression cannot be separated, but that in different sorts of behavior one of the different ways of knowing dominates or leads the others. The conclusion drawn from this position is that graduate training must be concerned with facilitating the development not only of the student's capacity for abstract reasoning but also that of his intuitive modality of thought and expression. A model for reforming the training of future faculty in sociology is based on viewing the academic enterprise as a game, such as football, and the two are compared for use of jargon, complex mathematical models, and rhetoric. Two functions of a game which justify the time and money spent on the sociology game are noted: 1) it keeps a number of capable and energetic men occupied; and 2) it provides an occasion for rare insight into human society. (Author/KSM)

**ED 085 299** SO 006 681

Resource Supplement for United States History. Grade 8.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date 69

Note—68p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cultural Factors, \*Ethnic Studies, Grade 8, \*History Instruction, Learning Activities, Lesson Plans, \*Minority Groups, Resource Guides, Resource Materials, Social Studies, Supplementary Reading Materials, Teaching Guides, \*United States History, Unit Plan

Ideas, materials, and references about racial and ethnic groups for a history course are furnished in this supplement. The material is divided into sections that correspond to the units of a regular eighth grade course of study so that teachers may include important ideas about minorities and their activities in American history while developing each total unit at the same time. Suggestions for teaching about the roles of Negro, Chinese, Japanese, Mexican, Puerto Rican, and Indian Americans in American life are presented. An overview lists the unit topics and identifies pages in the supplement where they are treated. Each of eleven units in the course, covering United States history from the colonial period to the present, is outlined by topic and accompanied by corresponding suggestions of reading materials for students. A short list of student and teacher activities concludes the suggested materials for each unit. An appendix contains a playlet, sample lessons on major topics, an example of a handout, a list of famous Negroes, and a bibliography. (Author/KSM)

**ED 085 300** SO 006 689

Peterson, A. D. C. Halls, W. D.

**The Education of Young People in Europe.**

Developments, Problems, and Trends.

Council of Europe, Strasbourg (France).

Pub Date 73

Note—109p.

# 134 Document Resumes

Available from—Manhattan Publishing Company,  
225 Lafayette Street, New York, New York  
10012 (\$6.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**Adult Education, \*Comparative Education, Continuous Learning, Developed Nations, Educational Change, \*Educational Development, Educational Economics, Educational Needs, Educational Philosophy, \*Educational Problems, \*Educational Trends, Elementary Education, \*International Programs, Non-formal Education, Preschool Education, Secondary Education, Teacher Education, Technical Education, Youth Problems

**Identifiers—**Europe

The educational trends identified in this report was those common to the young people of the member states of the Council of Europe. Emphasis is on the three most outstanding trends. The first, the concept of life-long education, involves an extension of pre-school education and continuing education for adults. The second consideration is the adoption of a comprehensive type of common school for the first phase of secondary education. The most uncertain important aspect of the educational process which commonly presents itself is the stage that lies between the common or comprehensive type of school and entry either to full adult employment, military service, or tertiary education at the age of 19 or 20. Other trends are discussed in chapters on the extension of pre-school education; primary education; problems of goals and structures in secondary education; administration, curricula and reform; technical education and employment; the interplay of educational innovation; resources for learning and pedagogical method; assessment and orientation; the training of teachers; school and community; and the international perspective. A concluding glossary records the sense in which certain terms are used in the report. (KSM)

**ED 085 301 SO 006 691**

*Taylor, Hortense P.*

**A Handbook for Music Education.**

District of Columbia Public Schools, Washington, D.C. Dept. of Music.

Pub Date 73

Note—171p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors—**\*Applied Music, Bands (Music), Choral Music, Curriculum Guides, Elementary Education, Enrichment Activities, \*Music Activities, \*Music Appreciation, \*Music Education, Music Techniques, Music Theory, Orchestras, Program Descriptions, Resource Materials, Secondary Education, Teaching Skills

The music education program for the public schools of Washington, D.C. is presented in this handbook of K-12 music programs, collateral music programs, resource information, and teacher competencies. A philosophy, calendar, and sequential skills chart precede the main body of the handbook which first outlines the elementary program (grades K-6), a general and instrumental program. Details of this program, as for all levels, describe the basic instructional program, scheduling, and supplementary activities. The junior high school program (grades 7-9) also includes general music and instrumental music, but expands into choral, band, and orchestra activities. The senior high program (grades 10-12) introduces music appreciation, black music, history of music, piano, organ, humanities, and music theory in addition to existing choral and instrumental programs. Special programs at the high school level are a comprehensive musicianship program and a related arts program. Each course is outlined in a statement of course content, terminal performance objectives, enabling objectives, and teaching suggestions. (KSM)

**ED 085 302 SO 006 694**

*Muncie, Peter C.*

**Torches in the Night. Educational Experiences in Tanzania and the Ivory Coast.**

International Bank for Reconstruction and Development, Washington, D.C.

Pub Date 73

Note—60p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Adult Farmer Education, \*Agricultural Education, Culture Contact, \*Developing Nations, Economic Development, \*Educational Development, \*Educational Economics, Educa-

tional Facilities, Educational Finance, Educational Opportunities, Educational Technology, \*Instructional Television, Literacy, Program Descriptions, Program Development

**Identifiers—**\*Africa, Ivory Coast, Tanzania

This booklet describes two educational projects financed by the World Bank in cooperation with UNESCO. Tanzania was the site of one project, where agricultural training at the intermediate and farmer levels was the focus. The second project was in the Ivory Coast and involved construction of technical, vocational, agricultural, teacher training and general secondary schools, and an instructional television production center. The parts of the projects treated here are those which have added to the World Bank's experience in educational development: farmer education in Tanzania and instructional television in the Ivory Coast. Each of these programs is described in detail, covering aspects of development, program organization, structure and content, participant reaction, and informal evaluation. The interaction of the programs with each country's cultural background and development process is emphasized. (KSM)

**ED 085 303 SO 006 727**

**Youth: Transition to Adulthood. Report of the Panel on Youth of the President's Science Advisory Committee.**

President's Science Advisory Committee,

Washington, D.C.

Pub Date Jun 73

Note—209p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.60)

**EDRS Price MF-\$0.65 HC-\$9.87**

**Descriptors—**Age Groups, Child Development, \*Childhood, Childhood Needs, Cooperative Education, Education Vouchers, \*Human Development, \*Institutional Environment, Institutional Role, Laws, \*Needs, Objectives, Research Proposals, School Organization, Work Experience, \*Youth, Youth Employment, Youth Opportunities, Youth Programs

This report focuses on the period of transition from child to adult, and on the institutions in which that transition takes place for youth in the United States. The first of four sections lays out a set of objectives that environments for youth should meet. Part Two examines a number of institutions and processes that affect youth, including historical background, rights of youth, demographic, economic, biological and psychological development, and aspects for youth culture. Part Three presents seven issues that environments for youth resolve in some way: segregation from adults vs. integration with adults; age segregation among the young; grouping by stage of development, patterning of self-development and productivity; role-segmentation vs. community; the scope of formal schooling; and the legal status of youth. The last section provides a number of proposals for change in institutions affecting youth. These alternative directions concern change in school structure, alteration of school and work, work organizations, youth communities and organizations, protection vs. opportunity for youth, use of vouchers, opportunities for public service, and research on on-going processes among youth. (Author/KSM)

**ED 085 304 SO 006 728**

*Rust, W. Bonney*

**European Curriculum Studies Number 7: Economics.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 72

Note—105p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$4.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**Articulation (Program), Course Content, \*Curriculum Development, Curriculum Problems, \*Curriculum Research, Developed Nations, \*Economic Education, \*Economics, Educational Policy, \*Educational Status Comparison, Educational Trends, Higher Education, International Organizations, National Programs, Secondary Education, Student Evaluation, Teacher Education, Teaching Methods

**Identifiers—**\*Europe

The Committee for general and technical education of the Council of Europe has initiated several projects to study, compare, and evaluate curriculum materials used in the member nations. The present study in economics attempts to summarize the status of various facets of economics teaching in Western Europe in the early 1970's. It was compiled from a wide range of information sources, including syllabuses of member countries' programs, a series of questionnaires, meetings of economics experts, personal interviews with teachers and administrators, and the study of background literature. The chapter topics include the role of economics in education; the aims of teaching economics; the structure of the syllabus; economics within an educational strategy; secondary termination and university entrance; methods of teaching economics; training teachers; assessing the candidates; and a challenging future for economics. Related documents are ED 070 652 and SO 006 729. (Author/KSM)

**ED 085 305**

**SO 006 729**

*Hales, E. E. Y.*

**European Curriculum Studies. Number 8: History.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 73

Note—45p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$2.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**Bias, Course Content, \*Curriculum Development, Curriculum Problems, \*Curriculum Research, Developed Nations, Educational Policy, \*Educational Status Comparison, Educational Trends, \*History, \*History Instruction, Interdisciplinary Approach, International Organizations, Modern History, National Programs, Secondary Education, Teacher Education, Teaching Methods

**Identifiers—**\*Europe, Local History

The Committee for General and Technical Education of the Council of Europe has initiated several projects to study, compare and evaluate curriculum materials used in the member nations. The study highlights preoccupations of educators in member countries responsible for the planning of history programs. There is concern for the content of the history course: the extent to which it should be nationally or internationally-oriented; the length to which local history should be treated; and whether the emphasis should be placed, in secondary education, on contemporary history. At the same time, the problem of teaching method remains the avoidance of prejudice, propaganda and error. Reflecting the vogue of interdisciplinarity, the study considers the relationship of history to other subjects in the curriculum and which elements of history might be integrated into hybrid disciplines such as social studies. The concluding chapter is on the training of history teachers. Related documents are ED 070 652 and SO 006 728. (Author/KSM)

**ED 085 306**

**SO 006 730**

*Kreutz, Henrik*

**Youth and Social Change: A Methodological Review of European Youth Research 1960-1970.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 73

Note—134p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$4.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**Adolescents, Economic Status, Family Role, Family Status, Literature Reviews, \*Methods Research, Political Attitudes, Research, \*Research Methodology, Research Reviews (Publications), Sex Differences, \*Social Change, Social Status, Socioeconomic Status, \*Sociology, Values, \*Youth

**Identifiers—**\*Europe

This book is a critical review of the present state of theory and the various research methods being used in European youth sociology. The work is divided into two sections. Developed in the first section is a theoretical approach to youth based on a thorough analysis of the standard theoretical works in the sociology and psychology

of youth (e.g. Eisenstadt, Parsons, Erickson, Keniston, Matza, J. S. Coleman, Gottlieb and Reeves, Bourdier, Schelsky, Musgrove, etc.) and the theoretical work in Europe of the last decade. The synthesis of the different works is based on the author's personal consideration of the problems and approaches. The second section is comprised of a methodological analysis of the empirical works which appeared in Central and Western Europe (those countries which are members of the Council of Europe) during the decade 1969-1970. (Author/RM)

**ED 085 307** SO 006 731

Walker, Ed

**Handbook on Inquiry Teaching for Elementary School Social Studies.**

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date 73

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Discovery Processes, Elementary Education, Guidelines, \*Inquiry Training, Learning Activities, Learning Processes, Models, Problem Solving, \*Social Studies, \*Teacher Behavior, \*Teacher Developed Materials, Teaching Guides, Teaching Techniques

Elementary teachers and principals enrolled in an elementary education graduate course developed this guide which interprets and applies the concept of inquiry teaching and learning. The purpose of the guide is to bridge the gap between the theory of the inquiry process and its use in the classroom. It is written for use by elementary educators as a model for their teaching methods as well as the construction of social studies learning activities. The first of the two major sections of the guide is designed to introduce teachers to the inquiry method of teaching and learning. Answers to basic questions about inquiry are provided and each step of the process is explained. The second section provides examples of applications of the inquiry process. Each step of the process is explained with a discussion of teacher behavior and samples of implementation activities. The bibliography lists related books, periodical articles, and pamphlets. (Author/KSM)

**ED 085 308** SO 006 732

Dawson, John, Ed.

**Cross-Cultural Psychology Newsletter, Volume 7, Number 2.**

International Association for Cross-Cultural Psychology (Hong Kong).

Pub Date Jun 73

Note—21p.

Available from—Professor J. L. M. Dawson, Dept. of Psychology, University of Hong Kong, Hong Kong (payable to: International Association for Cross-Cultural Psychology, Newsletter A/C 516987-003, Hong Kong and Shanghai Banking Corporation)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographies, Book Reviews, Conference Reports, \*Cross Cultural Studies, \*Cultural Interrelationships, \*Foreign Culture, Newsletters, \*Psychological Studies, \*Psychology, Research Projects, Research Reviews (Publications)

The Cross-Cultural Psychology Newsletter, an official publication of the International Association for Cross-Cultural Psychology, reports on recent publications and research in cross-cultural psychology. Notes on international conferences in the field are followed by annotations of new publications. In addition, recent research projects are discussed, among them a cross cultural measure of children's preferences for fruit trees under varied conditions of color availability and a study of revealed knowledge through the use of hallucinogens in Tsonga fertility rites. Messages to colleagues relate opportunities for field work and conference proceedings. A bibliography of cross-cultural research, listing both publications and research grants, conclude the newsletter. The six yearly issues of the newsletter cost \$4.00 for individuals, \$7.00 for libraries, and \$16.00 for air-mail (all within the United States). (KSM)

**ED 085 309** SO 006 733

GH, David G.

**On Systemic Constraints and Radical Praxis in Education.**

Pub Date 6 Sep 73

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Change Agents, Critical Thinking, \*Education, \*Educational Change, \*Revolution, \*Social Action, Social Change, Teacher Role

The purpose of this essay is to present an analysis of the functions of education from a broad social, economic, and political perspective, and to derive from this analysis suggestions for a political strategy which teachers may pursue in efforts to promote an egalitarian, democratic social order. Provided in the analysis are summaries of conclusions reached over the years by many observers and critics of society in general, and of education in particular. A list of recommended readings is supplied. (Author/RM)

**ED 085 310** SO 006 735

**Joint Council on Economic Education. Annual Report for Fiscal Year Ended June 30, 1973.**

Joint Council on Economic Education, New York, N.Y.

Pub Date 73

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annual Reports, College Programs, Curriculum Development, \*Economic Education, Economic Research, \*Economics, Elementary Education, Higher Education, Information Services, Information Sources, Resource Materials, School Services, Secondary Education, Teaching Programs

Identifiers—DEEP, \*Developmental Economic Education Program

The Joint Council on Economic Education's Year's work is characterized in this annual report. In addition to discussing the need for schools to teach economic education, the first part briefly presents the Joint Council's major objectives, strategies, efforts toward testing, and toward providing continuing programs for teachers. The major part reports activities for the fiscal year 1972-73 concerning college and university programs, school services/curriculum development, teacher-pupil materials, public information services, and financial statements. The last section lists the centers for economic education, affiliated and cooperating organizations, contributors, and Board of Trustees, and the standing committees. A chart shows how the Joint Council works. (Author/RM)

**ED 085 311** SO 006 736

**You, Too. The Social Science Newsletter for Secondary Teachers. Volume 3, Number 2.**

Educational Research Council of America, Cleveland, Ohio.

Pub Date Oct 73

Note—4p.

Available from—Mr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (\$5.00 per year)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Studies, Case Studies, \*Educational Innovation, \*Educational Problems, Ethical Values, Instructional Aids, \*Newsletters, School Role, Secondary Education, \*Social Sciences, Teacher Role, Teaching Techniques, United States History, \*Values

Identifiers—\*Values Education

This newsletter, which is published monthly during the school year, disseminates ideas and suggestions concerning innovations and problem solutions for secondary social science. This issue contains a lead article on the role of the school and the teacher in values education. A short check list of questions is provided for those who ask if students are getting adequate exposure to values in the classroom. Suggestions to help teachers introduce studies involving values are made. A few topics are selected in American history and literature with a view to studying in depth the reasons and motives of the protagonists in given episodes. Those interested in receiving the newsletter should write to: Mr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. The price is \$5.00 a year. Information and ideas from readers are welcomed. (Author/RM)

**ED 085 312** SO 006 737

Wiczorek, Barbara, Ed. Krajewska, Korolina, Ed.

**Selected Bibliography of Polish Educational Materials. Volume 11, Number 2, 1972.**

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland).

Scientific Publications Foreign Cooperation Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-54010-2

Pub Date 72

Note—60p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum, Educational History, Educational Legislation, Educational Needs, Educational Practice, Educational Problems, Educational Research, Elementary Education, Higher Education, Preschool Education, Secondary Education, Social Sciences, Teaching, Vocational Education

Identifiers—Eastern Europe, \*Poland

Lengthy English annotations of Polish educational materials published in 1971-1972 are listed in this bibliography. The following areas are covered: 1) history of education; 2) laws and legislation; 3) general information on education; 4) social and educational sciences; 5) teaching profession; 6) schools and institutions (preschool, primary, secondary, vocational, higher, adult, and special). An index of authors and editors and a list of publishing houses are also provided. Earlier issues are represented by ED 046 823, ED 053 020, and ED 069 596. (RM)

**ED 085 313** SO 006 738

Azzouz, Azzedine And Others

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 6, Number 1, 1972.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-55026-01

Pub Date 72

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, Educational Development, \*Educational Philosophy, \*Educational Policy, \*Educational Problems, Educational Theories, Elementary Education, Higher Education, Instructional Materials, Literacy Education, Multilingualism, School Organization, Secondary Education, Special Education, Teacher Education, Teaching Methods

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

Annotations of articles, written in English, provide the content for a bibliography of educational materials written in French useful to those with an interest in North Africa. Sections on Algeria, Libya, Morocco, and Tunisia are preceded by a section on the Maghreb which deals with the special problems of illiteracy, multilingualism, and rapid social change which are common to all four countries. Topics such as the philosophy and theory of education, educational organization, adult education, teacher training, religious education, artistic education, special education, and teaching aids are covered. A final section is reserved for annotations of materials relating to the special problem of Arabization, the spreading of the Arabic life in daily life and in education. Related documents are ED 071 980-981. (KSM)

**ED 085 314** SO 006 742

Seckler-Hudson, Catheryn

**Federal Textbook on Citizenship. Our Constitution and Government: Lessons on the Constitution and Government of the United States for Use in the Public Schools by Candidates for Citizenship. Revised Edition.**

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—411p.; Revised 1973

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.85, domestic postpaid; \$2.50, GPO Bookstore, Stock number 2702-00131)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*American Government (Course), \*Citizenship, Civics, \*Constitutional History, Course Content, Democratic Values, Field Trips, Government Role, Learning Activities, \*Political Science, Politics, \*Public Affairs



Education, Public School Adult Education, Revolutionary War (United States), Textbooks, United States History, Vocabulary, Voting Identifiers—\*Naturalization Program, United States Constitution

Designed especially for the use of the foreign-born who are preparing themselves for their naturalization examinations as applicants for United States citizenship, this textbook contains thirty lessons which tell about the government in the United States and about the kind of Constitution upon which it is founded. The text of each of the thirty lessons is introduced and summarized. Activities such as discussion questions, projects, field trips, and completion and multiple choice questions are suggested for each lesson. Black and white figures and illustrations are amply used to help present concepts. Long lists of words and their definitions conclude each lesson. The content sequence begins by discussion groups and group membership. The history of the government and Constitution is related, followed by detailed examination of the processes and functions of local, state, and federal governments. A glossary and reproductions of the Declaration of Independence and the Constitution of the United States are provided. A related document is ED 059 111. (Author/KSM)

ED 085 315 SO 006 743  
Fervel, John G.

**Federal Textbook on Citizenship. Our Constitution and Government: Lessons on the Constitution and Government of the United States for Use in the Public Schools by Candidates for Citizenship. Simplified Edition.**

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—239p.; Revised 1973

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (\$2.35, domestic postpaid; \$2.00, GPO Bookstore, Stock Number 2702-00132)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*American Government (Course), Basic Vocabulary, \*Citizenship, Civics, \*Constitutional History, Course Content, Democratic Values, Field Trips, Government Role, High Interest Low Vocabulary Books, Learning Activities, Low Ability Students, \*Political Science, Politics, \*Public Affairs Education, Public School Adult Education, Textbooks, United States History Identifiers—\*Naturalization Program, United States Constitution

In a simplified edition of a textbook designed especially for the use of the foreign-born who are preparing themselves for their naturalization examinations as applicants for United States citizenship, twenty-one lessons tell about the government of the United States and about the kind of Constitution upon which it is founded. In order to help individuals having a limited educational background, this version covers essentially the same subject matter as the original edition, but is shorter and uses a simpler vocabulary. The text of each lesson is introduced and summarized. Activities such as discussion questions, field trips, and completion and multiple choice questions are suggested. Black and white figures and illustrations are amply used to help present concepts. The content sequence begins by discussing group membership and citizenship. The history of the government and Constitution is related, followed by an examination of the processes and functions of the local, state, and federal governments. A list giving meanings of special words used and reproductions of the Declaration of Independence and Constitution of the United States are provided. The original version is SO 006 742; a related document is ED 058 112. (Author/KSM)

ED 085 316 SO 006 746

Curry, Wendell And Others

**Energy Crisis. Teaching Resources. A Special Publication Suggesting School Activities Which Stress Individual Responsibility Towards Energy Crisis Problems.**

Oregon State Board of Education, Salem.

Pub Date 73

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, \*Conservation Education, \*Consumer Education, Elementary Education, \*Energy, Higher Education, Instruc-

tional Materials, Interdisciplinary Approach, Kindergarten, Learning Activities, Lesson Plans, Mathematics, Natural Resources, Resource Guides, Sciences, Secondary Education, Social Studies, Teaching Guides

This handbook provides public school teachers and administrators of Oregon with teaching ideas and information about the energy crisis. Suggested activities are intended to inform students (kindergarten through community college) about their responsibility toward the energy crisis and to motivate energy conservation. The handbook is divided into four sections. Section I gives background information on the energy crisis, with emphasis on energy in the Pacific Northwest. Sample lesson plans in energy conservation are outlined in Section II. Most plans are interdisciplinary with emphasis on math, science, and social studies. Sections III and IV suggest all-school activities and home activities for energy conservation. A resource list of energy crisis speakers in Oregon is provided, as well as checklists for energy conservation in homes and school buildings. A glossary of terms and a reference reading list are included in the appendices. (Author/RM)

ED 085 317 SO 006 747

Cohan, Peter H.

**Enviro County: A Gaming Simulation of Regional Planning Process.**

Oak Ridge National Lab., Tenn.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—ORNL-NSF-EP-41

Pub Date Jan 73

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, Conflict Resolution, \*Decision Making, Economic Factors, Environmental Education, \*Games, Group Dynamics, Guidelines, \*Planning Commissions, Political Issues, \*Regional Planning, Resource Materials, Role Playing, \*Simulation, Social Problems

Enviro County is a simulation gaming activity designed to provide insight into regional planning. Developed as a learning experience for decision makers and public participants, the simulation emphasizes the integration of political, social, economic, and environmental issues in the resolution of five complex sociotechnical problems. The game simulates a meeting of the Regional Planning Commission of a fictitious county in which participants assume roles of commission members and interested citizens. Package data includes a newspaper, a large three-dimensional model of the county, a notebook of resource information, and a general introduction with regulations. An informal atmosphere of leaderless group discussion and a formal structure of parliamentary procedures force a confrontation and decision on the problems and issues presented. The political, social, economic, and environmental considerations that should arise during the game are discussed in the game handbook, as well as intended audience participation roles. Details of the evaluation process, a list of county participants, and a description of the county are appended. (Author/KSM)

ED 085 318 SO 006 749

**Interculture News. Volume 1, Number 1.**

InterCulture Associates, Inc., Thompson, Conn.

Pub Date Sep 73

Note—8p.

Available from—InterCulture Associates, Inc., Box 277, Thompson, Connecticut 06277 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Materials, \*Cultural Education, Educational Programs, Elementary Education, Higher Education, Inductive Methods, Instructional Materials, \*International Education, \*Newsletters, Secondary Education, Self Concept, Teacher Role, Teacher Workshops

Identifiers—\*Interculture System

The purpose of this newsletter, published monthly during the school year, is to disseminate information on intercultural and international education, and matters of general educational interest, with a bias toward the products and services of InterCulture Associates. The major portion of this first consists of an article by Dr. Henry Ferguson explaining the basic features of the Interculture System, a program for effective cultural learning specially designed to be in-

tegrated into the K-14 curriculum of any school or college. A few materials to be used in the system are listed. Also included are announcements of workshops in cultural education, lists of books and record titles, and an annotated listing of new book titles added since the 1973-4 Trade List was issued. The newsletter is sent free of charge to those on the mailing list. Write to: InterCulture Associates, Incorporated, Box 277, Thompson, Connecticut 06277. (Author/RM)

ED 085 319 SO 006 750

**Meeting Ground. A Newsletter Published by Center for the History of the American Indian. Vol. 1, No. 1.**

Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 73

Note—16p.

Available from—The Center for the History of the American Indian, the Newberry Library, 60 West Walton Street, Chicago, Illinois 60610

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, Cultural Education, Ethnic Studies, Higher Education, Minority Groups, \*Newsletters, Tribes, \*United States History

This newsletter serves as medium for disseminating information about opportunities for American Indian studies and as a useful liaison with Indians across the country. Provided in the first issue are two book reviews; a description of research; course outlines for Native American Studies and the Iroquois, an interdisciplinary approach; descriptions of proposed native American studies programs and active Indian studies programs; an article on American Indian law; faculty positions available in Indian studies; names of universities currently recruiting native American students; announcement of conferences; and a list of periodicals. This newsletter is made available free of charge to universities, tribal organizations, interested Indian and non-Indian scholars, and to Indian newsletters in the U.S. and Canada. Those interested in receiving the newsletter should write to: The Center for the History of the American Indian, the Newberry Library, 60 West Walton Street, Chicago, Illinois 60610. Book reviews, syllabi, course outlines, information on faculty openings, scholarships, and research descriptions are requested. (Author/RM)

ED 085 320 SO 006 752

Vogt, Kenneth, Ed.

**An Annotated Guide to Periodical Publications in Sociology and Related Disciplines. Revised Edition. 1972.**

South Dakota State Univ., Brookings. Dept. of Rural Sociology.

Pub Date Apr 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Anthropology, Graduate Students, Library Guides, \*Periodicals, Research Tools, Social Sciences, \*Social Work, \*Sociology, Student Developed Materials

This annotated guide lists periodicals in the fields of sociology, anthropology, social work and related sciences which are on file as of 1971 in the Lincoln Memorial Library at South Dakota State University. A project of the Intermediate Sociology Class, fall semester, 1971, the guide is intended as a research tool for undergraduate and graduate students majoring in the social sciences. The guide is divided into two sections. Part I contains an alphabetized listing of those periodicals whose subject matter is directly related to sociology, anthropology and social work. Part II contains an alphabetized listing of those periodicals related to the above three fields. The following information is provided for each periodical: title, library call number, issues on file, publisher, disciplines covered, frequency of publication, focus of publication, representative table of contents, indexing information, and a very brief history. (Author/RM)

ED 085 321 SO 006 763

Spillman, Patricia

**Modular Curriculum: English/Social Studies. Anatomy of a Western: An Exercise in Fact and Fiction and Teacher's Guide.**

Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 68

Note—86p.

Available from—University of Kansas, Extramural Independent Center, Coordinator of Secondary Education, Lawrence, Kansas 66044 (\$2.00)

**Document Not Available from EDRS.**

**Descriptors**—American Culture, American History, American Literature, \*American Studies, College Curriculum, \*Correspondence Courses, Curriculum Guides, \*English Curriculum, Grade 12, Historical Criticism, \*Independent Study, Multimedia Instruction, \*Social Studies, Teaching Guides, United States History

This high school English IV, 8-week correspondence course analyzes the "West," attempting to separate facts from fiction. Through readings in required texts, articles appended in the syllabus, art prints, and a personal reminiscence on tape, the student is acquainted with the theory, reality, and fiction of the West. A bibliography augments the necessary readings. Each week's readings are followed-up by written assignments including analysis of TV westerns during one week. A final essay exam concludes the course. A teacher's guide, in a separate booklet, outlines points that a teacher might expect the student to cover in his written assignments. (JH)

**ED 085 322** SO 006 764

Lowe, Terry

**Modular Curriculum: Social Studies. Modern Economic Functions and Teacher's Guide.** Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 69

Note—55p.

Available from—University of Kansas, Extramural Independent Study Center, Coordinator of Secondary Education, Lawrence, Kansas 66044 (\$2.00)

**Document Not Available from EDRS.**

**Descriptors**—Banking, College Curriculum, \*Correspondence Courses, Curriculum Guides, \*Economic Education, \*Economics, Financial Policy, Fiscal Capacity, Higher Education, \*Independent Study, Money Systems, Secondary Education, \*Social Studies, Teaching Guides, University Extension

This course, designed for extramural college students to cover during 8-10 weeks, provides background experience for practical analysis of economic problems. The student tackles representative problems through background readings supplied by a text and outside articles dealing with specific problems, making written responses to basic and elaborate questions for each problem, and concluding the course with an individual investigation. The following problems are covered: 1) Basic economic concepts; 2) National income and fiscal policy; 3) Money banking and monetary policy; and 4) Foreign trade. The teacher's guide to the module, in a separate booklet, suggests things to look for in the written assignments but leaves open the possibility of varied responses, especially in the final investigation. (JH)

**ED 085 323** SO 006 766

Letzter, Frederick Paul

**The World-View of High School Youth in America's Changing Society.**

Pub Date 71

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Educational Research, Secondary Education, Social Attitudes, \*Social Studies, Student Attitudes, Student Opinion, Student Reaction, \*World Affairs, World Problems, Youth

The purpose of this study was to investigate how American high school students view their present world. Seventeen 10th, 11th, and 12th grade social studies classes at Nyack High School, Nyack, New York comprised the sample. The classes selected ranged from high ability to low ability groups. Students responded anonymously to the following two questions: Supposing that someone had fallen asleep 100 years ago and had just awakened, what should he know about the last 100 years? What do you think of the world we presently know? Tell us whether you would want it to be different and, if so, how it should be different. Student responses reflected the following themes and patterns: 1) material developments of recent times; 2) a sense of social chaos; 3) a wide variation of ideological viewpoints - from leftist to conservative orientations; 4) a basic dissatisfaction with our present world; and 5) a sense of existential uncertainty. (Author/RM)

**ED 085 324**

Lantz, Mary Jean

**A Study of Teacher and Principal Ratings of Priorities in Social Studies Goals. Publication Number 3.**

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date Nov 73

Note—9p.

Available from—University of North Carolina at Greensboro, Humanistic Education Project, Dr. Dale L. Brubaker, Curry Hall 103, Greensboro, North Carolina 27412 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Classification, Educational History, \*Educational Objectives, \*Educational Philosophy, Educational Research, Educational Theories, Literature Reviews, Measurement Instruments, Models, Occupational Information, \*Principals, Rating Scales, \*Social Studies, \*Teachers

**Identifiers**—Barth (James L.), Joyce (Bruce R.), Thomas (R Murray)

Although the literature in the last decade contains many diverse opinions on the aims or goals of social studies, few empirical investigations have been reported. To meet this need, a consensual perspective on national social studies goals, a description of recent categorizations of goals within conceptual frameworks, and a summary of a present study are offered. The official statements on the goals for social studies published during the twentieth century are reviewed, reflecting an earlier emphasis on nationalistic loyalty and a common commitment to social responsibility, to intelligence, and to human dignity. Three prominent goal classification theories which have recently appeared - the Joyce framework, the Barth-Shermish view, and the Thomas-Brubaker dimensions - are sketched and summarized. An assessment device based on the dimensions of Joyce and Thomas-Brubaker, used to determine if social studies philosophical positions differ according to job category, reached three conclusions: the theoretical dimensions are not supported by empirical evidence; differences existing in philosophy do not appear to be significantly determined by job category; and the group tested placed high priority on social studies goals reflecting moral concerns. (Author/KSM)

**ED 085 325** SO 006 768

**An Experiment in Multilateral Cultural Cooperation in Europe: The Council for Cultural Cooperation.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date Apr 72

Note—58p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$3.50 cost + \$.50 for postage)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors**—Aesthetic Education, Audiovisual Communication, Cultural Activities, \*Cultural Education, Cultural Enrichment, Educational Development, \*Educational Programs, \*Experimental Programs, International Organizations, Organizations (Groups), Program Descriptions, Research

**Identifiers**—\*Europe

The text is a summary of the educational and cultural achievements (1962-1973) of the Council of Europe's Council for Cultural Cooperation (C.C.C.). The summary was written to inform members of the European Cultural Convention at Helsinki of activities, programs, and studies on European cultural co-operation which are relevant to their program. The major portion of the text consists of a brief survey of the work of the C.C.C. in the fields of education and cultural development, and five illustrations of achieved practical results of the cultural development program. Described are: 1) socio-cultural facilities; 2) an experimental study of the cultural development of twelve European towns; 3) analytical instruments of cultural development; 4) television and cultural development; and 5) the aesthetic aspect. A brief description of the history, functions, and goals of the Council of Europe, the European Cultural Convention and the C.C.C. are also provided. (Author/RM)

SO 006 767

**ED 085 326**

SO 006 769

Wleccorek, Barbara, Ed. Krajewska, Karolina, Ed.

**Selected Bibliography of Polish Educational Materials. Volume 11, Number 3, 1972.**

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-54010-3

Pub Date 72

Note—64p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational History, Educational Legislation, \*Educational Policy, \*Educational Practice, Educational Strategies, Elementary Education, Higher Education, Preschool Education, Primary Grades, Schools, Secondary Education, Special Education, Statistics, Teacher Education, Teaching, Vocational Education

**Identifiers**—\*Poland

This selected bibliography of Polish educational materials contains annotations written in English. Materials published from 1969 are listed under seven different topics. Areas of interest are the history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, schools and institutions, and educational statistics. Schools and institution materials are divided into preschool, primary, secondary, vocational, higher, adult, and special education levels. An index of authors and editors is included. A related document is SO 006 737. (KSM)

**ED 085 327** SO 006 770

**Case Studies of Educational Innovation: III. At the School Level.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 73

Note—302p.

Available from—OECD Publication Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.00)

**EDRS Price MF-\$0.65 HC-\$13.16**

**Descriptors**—Administrative Policy, Case Studies (Education), Comparative Education, Course Descriptions, Curriculum Development, \*Educational Change, \*Educational Innovation, Educational Objectives, \*Educational Research, Experimental Schools, Models, Secondary Schools, Teacher Selection

**Identifiers**—Canada, Denmark, Finland, Norway, United Kingdom

The publication is the third of a series of four volumes on educational innovation and deals with change at the school level. Case studies are presented on deliberate educational innovations in five secondary schools: Contesthorpe College, United Kingdom; the Experimental Gymnasium, Norway; Thornlea School, Canada; Rodovre School, Denmark; and Tapiolan School, Finland. The administrative, social and historical contexts in which the school was developed, its goals and purposes, and the management, implementation, and impact of the innovative practices and activities are discussed. Questionnaires used in the studies are provided. (Author/RM)

**ED 085 328** SO 006 772

Godfrey, A. W.

**Teaching Ancient History: A Question of Relevance. Occasional Paper Number 74-1.**

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Pub Date 73

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Ancient History, Changing Attitudes, \*Classical Literature, Curriculum Enrichment, Greek Civilization, High School Curriculum, \*History, \*Interdisciplinary Approach, \*Relevance (Education), Student Attitudes

**Identifiers**—Project Upward Bound

By creative excerpting it is possible to use classical literature to illustrate historical issues of contemporary significance. Thucydides' "Peloponnesian War" provides such illustrations as the Funeral Oration of Pericles, which might be a contemporary eulogy for those who died for the

continuance of their democracy; the debate between the Athenians and the islanders of Melos with the Athenians' justifying the "necessity" of their invasion; and the history of self interest among Athenian leaders, which eventually brought their democracy to an end. Thucydides in modern context is rewarding reading, can fascinate a class, and can change the prejudice that antiquity is for museums and quivering scholars. The author is director of Project Upward Bound, State University of New York, Stony Brook. (Author/JH)

**ED 085 329** SO 006 773

**The A.I.D. Education Program Strategy.**  
Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Sep 73

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Developed Nations, \*Developing Nations, Economic Development, \*Educational Development, Educational Improvement, \*Educational Needs, \*Educational Objectives, Federal Aid, Financial Support, Foreign Relations, Instructional Technology, Manpower Utilization, Nonformal Education, Program Development, Relevance (Education), Technical Assistance

The central role of education in national development, clearly recognized by developing countries and by development assistance agencies, is to decide what kinds of education should be provided for which people and at what costs, and to help attain objectives of national development. The collateral issue of deciding how the resources of the Agency for International Development (AID) is discussed. The content is threefold. First, an examination of some of the indices, evidence and trends of educational development during the past decade are considered. Secondly, a review of some of the more important AID activities in education during that same period establishes a general profile of priorities. Finally, basic concepts, principles, and actions which can guide AID in its educational activities of the 1970's arise from an analysis of AID investments in education and an AID strategy in education. Ten statistical tables of financial obligations for the 1960's and 1970's are appended. (Author/KSM)

**ED 085 330** SO 006 774

**Educational Policy and Planning: Japan.**

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 73

Note—282p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.75)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**\*Comparative Education, Educational Change, Educational Demand, \*Educational Development, Educational Finance, Educational Opportunities, \*Educational Planning, \*Educational Policy, Educational Trends, Elementary Education, Employment Statistics, Expenditure Per Student, Higher Education, Kindergarten, Preschool Education, Research Needs, Secondary Education, Teacher Salaries

**Identifiers—**\*Japan

The book consists of the major background documents which the Organisation for Economic Co-operation and Development (OECD) used in 1970 to examine the Japanese educational policy at all school levels. The reports, which form the major part of the book, were prepared by the Planning and Research Department of the Ministry of Education of Japan. They use extensive historical data and current surveys and analyses as a basis for examining three aspects of Japanese educational policy: 1) the national and social demand for school education and educational opportunities; 2) the content, pedagogical methods, and other qualitative concerns of Japanese education; and 3) the distribution of expenditure on education. Included in the annexes are policy documents of the Central Council for Education of Japan entitled "The Master Plans for the Reform of Primary and Secondary Education and of Higher Education." (Author/RM)

**ED 085 331** SO 006 776

**Feiber, Ann M., Ed. And Others**

**Ring Up Your City: Charlotte. A Yellow Pages for Teachers.**

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

Pub Date Oct 73

Note—176p.

Available from—Communications Department, Charlotte-Mecklenburg Schools, Post Office Box 149, Charlotte, North Carolina 28201 (\$5.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

**Descriptors—**Community Involvement, \*Community Resources, Community Support, Curriculum Enrichment, Curriculum Planning, Interdisciplinary Approach, \*Models, \*Resource Guides, \*School Community Cooperation, \*Social Studies, Urban Areas

This guide to the city resources of Charlotte, North Carolina, is also useful as a model guide for other communities. Listed for each of the 145 subjects from "accounting" to "zoning" are community business men and women, organizations, institutions, and individual citizens willing to provide real-life illustrations of subjects often only read about by students. The guide also suggests, for each subject, activities for students and mine-probing questions for teachers. (JH)

**ED 085 332** SO 006 786

**National Assessment of Educational Progress Newsletter. Volume 6, Number 9.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 73

Note—4p.

Available from—Educational Commission of the States, National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Citizenship, Civics, Civil Rights, Data Analysis, Democratic Values, \*Educational Assessment, Law Instruction, \*Newsletters, Political Attitudes, \*Political Science, \*Public Affairs Education, \*Social Studies, Surveys, Voting Rights, Youth

**Identifiers—**\*United States Constitution

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject matter areas. The lead article provides findings from a recent report entitled: "Political Knowledge and Attitudes: A Special Social Studies Report from the National Assessment of Educational Progress" which shows that nearly one out of every four young adults in the nation is unaware that the U.S. Constitution contains a statement of his civil rights. Another article concerned with the report reviews misunderstandings about voting ballots among 17-year-olds and discusses comparative levels of political knowledge. Further reports in a series that will present survey findings in other subject areas are announced. Letters to the editors comment on a previous report on the teaching of reading. The newsletter is free to those on the mailing list. A related document is ED 073 007. (KSM)

## SP

**ED 085 333** SP 007 438

**Sorensen, Jacki**

**Aerobic Dancing—A Rhythmic Sport.**

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 73

Note—10p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors—**\*Cardiovascular System, \*Dance, \*Exercise (Physiology), Heart Rate, Muscular Strength, \*Physical Recreation Programs

Fitness programs now and in the future must offer built-in cardiovascular conditioning, variety, novelty, and change to meet the physical, mental, and emotional needs of our society. Aerobic dancing (dancing designed to train and strengthen the heart, lungs, and vascular system) is one of the first indoor group Aerobic exercise programs designed to improve cardiovascular endurance through enjoyable and challenging activity. While being creative and fun it a) strengthens heart and lungs; b) tones skeletal muscles; and c) provides mental and emotional release. Aerobic dances have been choreographed to contain predetermined percentages of a) simple vigorous dance steps, b) stretches and other movements to improve muscular flexibility, and c) muscle toning movements. Lesson schedules may also be designed to fit the needs of the individual. (Seven dance schedules are included.) (JB)

**ED 085 334** SP 007 460

**Restructuring Teacher Education. A Report of the Rationale, Objectives, and Activities of the Houston Teacher Center, 1970-1973.**

Houston Univ., Tex. Coll. of Education.

Pub Date Aug 73

Note—312p.

**EDRS Price MF-\$0.65 HC-\$13.16**

**Descriptors—**\*Change Agents, \*Educational Change, Educational Coordination, \*Inservice Programs, Performance Based Teacher Education, \*Teacher Centers, Teacher Workshops

This document is a report on the Houston Teacher Center Project. Section one describes the project's rationale and main objectives as they are cast against the broad cultural changes in today's society. It is stated that the purpose of the teacher center in Houston is to promote a systematic approach to change by involving a number of groups in a consortium, each with its own interests and expertise, to develop and maintain a self-regenerating teacher education program for a changing society. Section two summarizes activities in the project that were designed to familiarize persons engaged in teacher education with the various aspects and details of competency-based teacher education (CBTE). A third section outlines efforts to change institutional perspectives on CBTE. Sections four and five examine the process and results of efforts to change by examining the design, objectives, and modules of the CBTE program. Program development, evaluation of student competencies, and project evaluation are central to chapters six, seven, and eight, respectively. A concluding section lists relevant reports, slides/tapes, modules, and other materials which may be obtained from the Teacher Center, University of Houston. (JB/JA)

**ED 085 335** SP 007 474

**Training Program for Instructional Assistants. A Guidebook for Trainers.**

Merrimack Education Center, Chelmsford, Mass. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—99p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Paraprofessional School Personnel, \*Teacher Aides, \*Training, \*Training Objectives

This document is a guidebook developed by the Merrimack Education Center from actual experience in a pilot training program for paraprofessionals. It is stated that the purpose of the guidebook is to introduce to training facilitators some of the essential elements in preservice training. Section 1 justifies the existence of instructional and clerical aides and outlines some current needs in public schools which can be met by their increased use. A second section describes the recruitment and selection of trainees (interested individuals with time on their hands) and the implementation of the Merrimack program itself. Appendixes provide a workshop outline, suggestions for gaining public acceptance, training materials, related bibliographies, and questionnaires. Four tables of data are also presented. (JA/JB)

**ED 085 336** SP 007 475

**Mills, Patricia**

**In Defense of the Practical: An Evaluation of Effects and Relationships in One Component of a Teacher Education Program.**

Pub Date 72

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—\*Evaluation Methods, \*Methods Courses, \*Preservice Education, Teacher Attitudes, Teacher Behavior, Teacher Characteristics, \*Teacher Education Curriculum, Teaching Experience, \*Teaching Programs

This study is based on the evaluation of the Methods Experience Project (MEP) in the College of Education at Bowling Green State University, Bowling Green, Ohio. Specifically, the study identifies and describes the nature and direction of possible changes in selected preservice teacher behavior which occurred during the project and explores the relationship of these changes to teaching behavior. The person-oriented variables of openness vs. closedness; generalized expectancies for internal or external control of reinforcement; and personality traits were investigated. The role-oriented variables of situational role conflict, personal role conflict, teaching performance, and teaching attitude were also explored in 157 elementary education majors. Analysis of data reveal a) the MEP students reflect both greater situational and personal role conflicts than the control students; b) MEP students have personalities that are better suited for teaching than the control students; and c) no differences in teaching behavior exist among students, although the MEP students develop a more positive attitude toward teaching than the control students do. The study emphasizes the need for further research and evaluation and presents questions that would delineate areas of further investigation into preservice teacher education curriculum. (Seventeen tables of data are included.) (BRB)

ED 085 337 SP 007 504

Ridgeway, M. And Others

An Electromyograph Comparison of an Isometric Bench Press at Three Speeds.

Pub Date Apr 73

Note—21p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Exercise (Physiology), Fatigue (Biology), \*Lifting, \*Muscular Strength, Physical Fitness

The muscle action potentials (MAP) of the anterior deltoid, pectoralis major, biceps brachii, and the triceps muscle were studied by quantitative electromyography (emg) during a bench press exercise at three controlled speeds. Bipolar surface electrodes with standard placement were employed throughout the study. Eleven volunteer college women performed three trials at each speed. All Ss were familiar with the exercise and the test procedures. Angles and hand grip were kept constant. Randomization of speed of contraction eliminated order effects, and no verbal motivation was provided. Rest was controlled to negate fatigue. An analysis of variance (ANOVA) and Duncan's Multiple Range Test were used to determine the significance of any differences obtained. Results indicated that the slower the speed of movement the greater the MAP output. In every instance, each slower speed produced a significantly greater MAP (P greater than .01) than the compared faster speed, except for the biceps brachii which exhibited the same trend but with no significance for the moderate speeds. (Author/JB)

ED 085 338 SP 007 505

Chambers, Jewell C., Ed.

ABC's: A Handbook for Educational Volunteers.

Washington Technical Inst., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Programs, Paraprofessional School Personnel, Program Administration, Program Costs, Program Development, \*Program Planning, \*Student Volunteers, \*Volunteers, \*Volunteer Training

This handbook presents information on the organization and execution of volunteer programs. Some general questions are answered concerning the aims of a volunteer program, the cost of these programs, and the types of services educational volunteers perform. The organization and administration of these programs are discussed in relation to specific needs. The processes of interviewing, selecting, orienting, training, and assigning volunteers are explained with various

techniques and schedules. The importance of orienting and training professional personnel involved in volunteer programs is cited. The uses of high school students as volunteers are explored, with emphasis on training through workshops. The maintenance of morale among volunteers is emphasized since the success of any volunteer program rests upon this. The procedures for evaluating the program are detailed with evaluation forms for the volunteers, teachers or staff members, principals or administrators, and volunteer coordinators. The bibliography presents books on volunteer educational programs. (BRB)

ED 085 339

Raina, T. N.

Dogmatism of Indian Teacher Educators.

Pub Date [66]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, \*Dogmatism, Educational Change, Teacher Attitudes, \*Teacher Educators  
Identifiers—Dogmatic Scale, \*India, Rokeach (Milton)

This document investigates the extent, degrees, and educational implications of the dogmatism of Indian teacher educators. The study is reported to have involved 126 teacher educators in the state of Rajasthan who filled out the Dogmatic Scale (E form) by Rokeach. The document discusses the scores as to general distribution of scale scores, veteran/novice differences, educational level differences, and differences among India, the United States, and the United Kingdom. Tables are included in the text. It is concluded that the sample teacher educators proved to be exceedingly dogmatic and held attitudes inconsistent with the requirements of educational reforms implicit and inherent in the Indian democratic constitution. This conclusion, it is stated, implies that there will be difficulties in improving the nation's education. (JA)

ED 085 340

Gregory, C. Jane Petrie, Brian M.

Superstition in Sport.

Pub Date Oct 72

Note—31p.; Paper presented at the Fourth Canadian Psychomotor Learning and Sports Psychology Symposium, University of Waterloo, Oct. 23 through 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Athletes, Athletics, \*Beliefs, Questionnaires  
Identifiers—Superstition

The introduction of this investigation into superstitions of athletes reviews past research on the subject. It is stated, though, that general research on superstitions mentions little directly related to sports; so, by necessity, recourse is made to sports stories and newspaper and magazine articles. The main body of this paper presents results from a questionnaire on personal superstitions submitted to male and female intercollegiate athletes and male and female nonathletes. Tables with results and comparative figures are included in the text. The paper states that athletes were revealed as no more superstitious than nonathletes in the realm of general superstitions, although they did list more superstitions pertaining to sports than nonathletes did; females in both instances were more superstitious than males but males had more sports-related superstitions. Many sports-associated superstitions, it is stated, seem related to certain aspects of general superstitions (e.g., female athletes' concern for uniform and hair, social activities; male athletes' concern for food, position or playing order, travel dates and times). The conclusion of this paper, on the basis of this study and previous research, presents two general statements as to superstitions: a) under the impact of stress (in this case athletics), even educated people seek emotional balance; b) people don't become less superstitious with time but rather change the nature of their beliefs. (JA)

ED 085 341

Petrie, Brian M.

The Political Attitudes of Canadian University Students: A Comparison Between Athletes and Nonathletes.

Pub Date Apr 73

Note—19p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Athletes, Personal Values, \*Political Attitudes, Universities  
Identifiers—\*Canada, Liberalism

A variety of reports, both conjectural and scientific, as well as current beliefs of the youth counterculture have identified university athletes as being more politically conservative than nonathletes. The present study evaluated the political attitudes of students of the University of Western Ontario on several dimensions: a) "global conservatism-liberalism" as measured by the McClosky Scale, b) self-assessments of political ideology, c) political activism as measured by the Rehberg Scale of Political Activism, and d) Likert issues related to political ideologies. A questionnaire mailed to selected athletes and nonathletes was the method for data collection. The analysis data indicated that, regardless of measure employed, variable introduced, the athletes and nonathletes were predominantly liberal in their ideologies. These facts applied to "global liberalism" as well as "issue-oriented liberalism" and were interpreted to indicate the following: a) rejection of the American, database-based theoretical propositions regarding the political beliefs of Canadian athletes or b) intrusion of methodological problems such as a social desirability response set. The need for replication of the study was emphasized, particularly in the United States, where more concern has been expressed regarding political ideologies of athletes in comparison with nonathletes in the university setting. (Author/JA)

ED 085 342

Forward, John R.

Factors Inhibiting the Transfer of Control in Educational Settings. Final Report.

Colorado Univ., Boulder. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-10626

Pub Date Jun 73

Grant—OEG-8-71-0019(508)

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, \*Student Attitudes, Student Behavior, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Characteristics

A basic assumption of the transfer-of-control paradigm is that education involves a gradual shift in responsibility for learning from the teacher to the student. Several issues derived from this approach have been investigated in the three studies reported here: relationship between teacher characteristics and teacher control styles; the effects of different teacher control strategies on student value decisions, performances, and satisfactions; and interactions among teacher control style, student characteristics, and student outcome. Results show that a) teacher characteristics of achievement motivation, dogmatism, and belief systems are systematically related to preferences for teacher control strategies; b) teacher control styles have strong effects on student decisions concerning their college education (high-control strategies lead students to favor the value of efficiency; low-control strategies, the value of personal and social growth); and c) students with high internal control perform better under low-control conditions and those with high external control perform better under high-control conditions. (Author/JB)

ED 085 343

Inservice Institute in Human Relations.

Indiana State Univ., Evansville.

Pub Date Nov 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, \*Administrator Education, \*Counseling, \*Counseling Programs, \*Cultural Awareness, Personnel  
Identifiers—Distinguished Achievement Awards Entry

This program consists of two components: a 6-week summer institute and 10 follow-up workshops. Both components are designed to train teachers, counselors, and administrators in the personal and technical skills needed to deal effectively with students from culturally different backgrounds. By using sociometric studies and Flanders' Interaction Analysis, services are provided to assist personnel in understanding the nature of interrelationships within the classroom building environs. The participants implement

programs and workshops for colleagues in their individual buildings, thereby transmitting their knowledge, understanding, and appreciation of a multi-ethnic society. (JB/Author)

**ED 085 344** SP 007 511  
Comprehensive Explanation and Analysis of Project Pyramid.

Saint Peter's Coll., Jersey City, N.J. Dept. of Education.

Pub Date Nov 73  
Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Elementary School Students, \*Field Experience Programs, \*High School Students, Individual Instruction, Mathematics Instruction, \*Preservice Education, Reading Instruction, Teacher Education, \*Tutorial Programs

Identifiers—Distinguished Achievements Awards Entry

The 1974 Distinguished Achievement Awards Entry from St. Peter's College, Jersey City, New Jersey is Project Pyramid, a 3-year tutorial, field experience program which provides two different groups of college, high school, and elementary school students with the opportunity to work together in a teaching-learning situation. Twenty St. Peter's College students are each assigned to tutor two high school students. Each high school student is then assigned to tutor two elementary school students under the supervision of the college student supervisor. The college students attend a seminar in which they analyze and discuss problems arising from the tutoring experience. A learning center, containing elementary and secondary level materials, is available to all participants. There is a trained senior education major at the center to assist college students in selecting material for themselves and their high school tutors. Preliminary test data show an increase of 4 months in reading and 2 months in mathematics for elementary school students and an increase of 9 months in reading and 4 months in mathematics for high school students. (Four tables of data along with a one-page budget are included.) (BRB)

**ED 085 345** SP 007 512  
Project Merge 1974.

Bowling Green State Univ., Ohio.  
Pub Date Nov 73

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Field Experience Programs, Graduate Study, \*Inservice Teacher Education, \*Preservice Education, \*Teaching Experience

Identifiers—Distinguished Achievement Awards Entry

Project Merge is a cooperative, field-based inservice and preservice teacher education program; it is a systematic field based, cooperative approach to teacher education, instruction, and curriculum development. The project has been field validated and is competency based. It has three interrelated phases: a) an inservice program which affects the renewal and enhancement of the contract teacher's competencies consistent with the demands for flexible functioning in a constantly changing educational age; b) a preservice element dedicated to producing a beginning teacher capable of functioning across traditional categorical lines and of adjusting to evolving change; and c) a graduate aspect related to the production of a cadre of young personnel who can assume a leadership role in the upgrading of teacher education programs. The focus of Project Merge involves changing curriculum so that learning becomes more direct, efficient, and relevant to current educational needs. (Author/JB)

**ED 085 346** SP 007 513  
Career Education Project.

Georgia Southern Coll., Statesboro.  
Pub Date Nov 73

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Choice, \*Career Education, \*Career Planning, Elementary Grades, Kindergarten, Secondary Education, \*Vocational Education

Identifiers—Distinguished Achievement Awards Entry

This project involves an interdisciplinary team of college faculty members who each summer, conducts a series of workshops for teachers, counselors, and administrators from participating

school systems. These workshops cover the entire range of competencies needed for initiation and installation of a career development program for kindergarten through the postsecondary level. An emphasis is placed on an experiential approach to ways of implementing career education in the classroom utilizing such strategies as field trips; role playing; "hands-on" experience in occupational simulation situations; dialogue with resource persons for community, business, and industry; and extensive use of multi-media resources. Academic subjects are correlated with the career emphasis in a way that helps students perceive them as tools for encountering the real world more effectively. (Author/JB)

**ED 085 347** SP 007 514  
[The Adams State College Experimental Professional Block in Secondary Education.]

Adams State Coll. of Colorado, Alamosa.  
Pub Date Nov 73

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Experimental Programs, \*Field Experience Programs, \*Individualized Instruction, Instructional Innovation, Instructional Materials, Instructional Technology, \*Performance Based Teacher Education, \*Preservice Education

Identifiers—Distinguished Achievement Awards Entry

The four major characteristics of the program are listed and described as follows: a) the Professional Block is field centered with "individualized learning packets" taking the place of campus-based education courses; b) the program is highly individualized, with the student, aided by his cooperating teacher, tailoring his program to the unique needs of his subject specialty; c) the program applies instructional technology in its systems approach to design, management, and evaluation and its use of audio and visual media including television; and d) the Professional Block is competency based. This document is divided into three sections: Introduction; Explanation and Analysis of the Program; and a Prospectus (which includes a description of each phase, a learning packet description schedule, and a list of required readings). (JA)

**ED 085 348** SP 007 515  
Field Experiences Program at George Mason University.

George Mason Univ., Fairfax, Va.  
Pub Date 73

Note—86p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College School Cooperation, Education Courses, \*Field Experience Programs, \*Laboratory Training, \*Teacher Education, Teacher Programs, Teaching Experience

Identifiers—Distinguished Achievement Awards Entry

This document describes a college-school system cooperative teacher education program of field experiences which was begun on the principle that a viable teacher education program must include early and continuing experiences with students in a school setting. It is indicated that this program, continuously evaluated and revised by a joint committee, featured a laboratory component in each education course which was carried out in a school setting. It is stated that these experiences were designed to facilitate the transition into student teaching. The document contains the following chapter divisions: Original Committee and Purposes; Involvement of School Administrative Personnel; Involvement of Student Representatives; Permanent Representation; Advisory Board; Identification of Courses Involved; Development of Philosophy and Rationale; Implementation of the Program; Role of Evaluation; and Role of the Course Coordination Committees (which includes descriptions of the field experience program in each education course). Also included are a consideration of the contribution of the program to teacher education at the university; various evaluation forms from the program; and "Guide to Field Experiences," a handbook used in the program as a guide for students, faculty, and school personnel. (JA)

**ED 085 349** SP 007 516  
Gropper, George L.

Development of Course Content and Instructional Materials/Aids for the Training of Educational Research, Development, Diffusion, and Evaluation Personnel. Supplementary Final Report.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-9051

Pub Date May 73

Contract—OEC-0-70-4776(520)

Note—116p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Curriculum Design, \*Educational Research, \*Instructional Design, \*Instructional Systems, Personnel Evaluation, \*Program Content, \*Program Evaluation, Program Improvement

This report evaluates a program which trained participants in the instructional design process and indicates how effective it was for training instructional design personnel. The program was administered to three separate groups on separate occasions (N=8, N=6, N=3). The program, being self-instructional, allowed students to work at their own pace, but they did participate in group discussions. The following data were gathered: time to complete reading and exercise assignments; errors on workbook exercises (constituting criterion-like tasks); and student comments. Analysis of this data revealed that the program worked well. Student comments were generally favorable. The only revisions in the program were made on the instructions to students on how to use the program. Recommendations are made for further evaluation of the revised program. The appendices include information on workbook error rates; results of final exercises; and participants' comments on overall evaluation, other models, the handbook, and diagramming. Twelve tables of data are presented. (Author/BRB)

**ED 085 350** SP 007 517  
Interval Training.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date [66]

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Athletic Programs, Exercise (Physiology), \*Interval Pacing, \*Physical Education, \*Running, Teaching Techniques

Regardless of the type of physical activity used, interval training is simply repeated periods of physical stress interspersed with recovery periods during which activity of a reduced intensity is performed. During the recovery periods, the individual usually keeps moving and does not completely recover before the next exercise interval (e.g., running a predetermined distance at a set pace, then jogging another distance at a set pace). The interval training approach offers the possibility of accomplishing a greater amount of work in a shorter period of time and the possibility of programs of unlimited variety and flexibility. To aid physical education instructors in organizing their class time, several programs were developed based upon time for the 600-yard run-walk and the mile run. This paper presents such an approach as an excellent way to initiate an interval training program in a physical education class where time is limited and relatively large numbers of students have to be handled. (Two charts with running times and interval running times are included; there is also a blank interval running recording form.) (Author/JA)

**ED 085 351** SP 007 518  
Gettman, Larry R.

United States Ski Team Fitness Testing Program.

Pub Date Apr 73

Note—6p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Motor Reactions, \*Muscular Strength, \*Physical Fitness, \*Physical Health

Presented is a fitness profile designed to identify the individual athlete's strengths and weaknesses. Specifically, the areas of fitness examined are a) muscular strength; b) cardiovascular respiratory function; c) body composition; and d) motor abilities, agility, and speed. The procedures in the testing program involve the following: a) the establishment of a site for ski training and testing, b) fitness testing, c) appraisal of the fitness profile with each athlete, and d) a training prescription for improving weak areas. Detailed explanations of individual tests for the specific abilities listed above are provided. (JB)

**ED 085 352** **SP 007 519**  
**Paraprofessional School Personnel. Bibliographies**  
**In Education No. 35.**

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Jun 73

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Paraprofessional School Personnel, School Aides, Teacher Aides, Volunteers

This bibliography on paraprofessional school personnel lists material on paraprofessionals published since the first bibliography on this topic (ED 048 102) was issued in 1970. The bibliography is divided into Books and Papers (142); Articles (146); and Theses (11). It is indicated that much of the material listed here was announced in "Research in Education"; ED numbers and availability listings are noted for these materials. There are also notations given for material that is available on loan from the Canadian Teachers' Federation Library. (JA)

**ED 085 353** **SP 007 520**  
**Differentiated Staffing. Bibliographies in Education No. 36.**

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Sep 73

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Differentiated Staffs

This bibliography lists material on differentiated staffing published after the first bibliography on this topic (ED 054 608), which came out in December 1970. The bibliography is divided into Books (74); Articles (93); and Theses (1). Several of the books listed are in French. Identification is made for material that has been announced in "Research in Education" or that is available on loan from the Canadian Teachers' Federation Library. (JA)

**ED 085 354** **SP 007 521**

**Checklists on How to Take a Goal Apart and How to Put It Back Together Again in an Instructional System.**

Francophone International Learning Module Systems, Albany, N.Y.

Pub Date Oct 72

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Development, \*Educational Objectives, \*Educational Research, \*Instructional Systems, \*Performance Criteria, \*Performance Factors, \*Systems Analysis, \*Systems Approach

This document is the third in a series on instructional goals ED 074 032 and ED 056 994). The paper contains checklists for writers, teachers, and systems researchers on how to take apart and rebuild a goal to fit an instructional system. The first section contains: a) transparency masters to help explain this process to large groups; b) checklists to establish performance objective conditions; performances, and criteria; and c) information on taxonomy and systems. An addendum with pre- and posttests is also included. The second section presents information on a) writing performances and criteria; b) lecturing on performance objectives; and c) linking performance objectives and modules to fit educational systems. This section also includes an overview of the checklists. Graphs and charts are presented throughout the document. (BRB)

**ED 085 355** **SP 007 522**

**Bessent, Hattie. Cage, B. N.**

**Phase II Assessment; Richmond Virginia Career Opportunities Program.**

Spons Agency—Richmond Public Schools, Va.

Pub Date Jul 73

Note—85p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Education, \*Disadvantaged Groups, \*Evaluation Techniques, \*Inservice Teacher Education, \*Program Development, \*Teacher Aides, \*Urban Education

The Career Opportunities Program (COP) in Richmond, Virginia, which trained teachers from disadvantaged areas to return to the classrooms in these areas, was assessed. Fifty COP aides and 50 control students were administered opinionnaires, semantic differentials, and How I See

Myself Self Concept Scale, and the Myers-Briggs Type Indicator. Five children from each of the participants' classrooms were administered the I Feel—Me Feel Self Concept Scale (K-4) or the How I See Myself Self Concept Scale (Elementary or Secondary Form). Analysis of data revealed a) a higher score for COP aides on School and Physical Adequacy after 25 months in the program and a higher score on Competency after 33 months; b) a higher score on Interpersonal Adequacy by non-COP aides after 33 months in the program; c) more positive attitudes toward the teaching process by COP aides on 3 of the 12 semantic scales after 25 months in the program; d) no significant differences between the two groups on this scale after 33 months on the program; and e) a significant change in attitudes of COP aides toward principals, classroom organization, teacher planning sessions, and in-service training sessions. (Changes and recommendations for further research are made. The appendixes present the opinionnaires and semantic scales used to collect data.) (BRB)

**ED 085 356** **SP 007 524**

**Teacher Education Programs.**

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date [72]

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Program Administration, \*Program Evaluation, \*Program Improvement, \*State Surveys, \*Teacher Education, \*Teacher Experience, \*Teacher Programs

This is a report from the Washington State Legislature, Joint Committee on Higher Education which reviews teacher education programs throughout the state. The report complies with terms of House Resolution 72-71, which instructs educators to: a) visit campuses with schools or colleges of education to understand problems associated with the preparation of teachers; b) recommend procedural approaches, organizational structure, and timing for implementing innovative and imaginative programming in teacher education; and c) confer with interested organizations and groups to develop recommendations concerning evaluation of teacher education programs. The report presents some general findings on a) selection and admission of students to teacher education programs; b) innovative and alternative programs; c) evaluation of programs, students, faculty members, and field supervisors; d) implementation of the 1971 certification standards; and e) the role of field experience in teacher education programs. Detailed analysis of these findings is published as "Summary of Survey Results, Teacher Education Programs." The appendixes present House Resolution 72-71, the House Concurrent Resolution, the Task Force Roster, and a survey questionnaire. (BRB)

**ED 085 357** **SP 007 525**

**Miller, Dorothy B.**

**Introduction to School Nursing Curriculum.**

American Association for Health, Physical Education, and Recreation, Washington, D.C.  
 Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—102p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, DC 20036 (No price quoted)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Curriculum Development, \*Curriculum Planning, \*Curriculum Research, \*Health Education, \*Health Occupations Education, \*Nurses, \*School Health Services, \*School Nurses

This booklet describes a pilot project, sponsored by the American Association for Health, Physical Education, and Recreation, which developed a curriculum for school nurses. The plan for the project emphasizes a) the development of a curriculum to introduce registered nurses to school nursing; b) provision for a workshop to test the curriculum through lectures, seminars, and study groups; c) publication of brochures, workshop announcements, curriculum, and evaluation materials; d) evaluation through pre- and posttesting of participants and on-site visits; and e) revision and publication of the curriculum. The specific aims of the curriculum include a)

development of skills for health assessment; d) development of skills for implementing health education programs; c) the organization, administration, and coordination of a school health program; and d) the development of specialized programs for the continued preparation of nurses in school health. An outline of a curriculum to achieve these aims is presented, along with a workshop schedule. Evaluation of the project is based on participants' impressions, expressed on pre- and post-workshop questionnaires, and on-site visits. The appendix presents responses to the questionnaires, a bibliography on curriculum preparation, selected readings, and the Institute of Child Study (University of Maryland) bibliography. (BRB)

**ED 085 358** **SP 007 526**

**An Experimental Student Teaching/Differentiated Staffing Program.**

Tennessee Univ., Chattanooga.

Pub Date 73

Note—45p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Differentiated Staffs, Elementary School Teachers, Methods Courses, Preservice Education, \*Student Teaching, Teacher Aides, Identifiers—Distinguished Achievement Awards Entry

The Experimental Student Teaching/Differentiated Staffing Program involved hiring selected elementary education students in their senior year as half-day teacher aides for the full public school year. Within this program, teaching methods courses were conducted at the site by university personnel on selected afternoons during the fall semester; assignments were contracted and judged relevant to the classes taught during the day. The program, centering predominantly around language arts and mathematics, allowed both teachers and student teachers to become active members of differentiated staffing teams. The program provided student teachers a full year of teaching exposure and the city schools with added staff to better utilize existing curriculum in meeting the needs of the individual child. The program was expanded the ensuing year. (Author)

**ED 085 359** **SP 007 527**

**A Three-Part, Flexible, Individualized Teacher Education Program.**

Minnesota Univ., Duluth.

Pub Date Nov 73

Note—78p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Continuous Learning, \*Individualized Instruction, \*Inservice Teacher Education, \*Masters Degrees, \*Performance Based Teacher Education, \*Preservice Education, Secondary Schools, Summer Programs, \*Teacher Programs

Identifiers—Distinguished Achievement Awards Entry

In the absence of outside funding, the University of Minnesota, with the cooperation of public and private school educators and lay citizens of the area, began to develop on its own individualized, competency-based programs that would serve both preservice and in-service teachers. These efforts resulted in the development of the Secondary Teacher Education Program (STEP) for preservice teachers, a new Master of Education degree, and an "Academic Fair" summer program for in-service teachers. STEP is a five-phase, competency-based, individualized program which features early and continuous contact with secondary school classrooms and students, individualized learning packages called "seedpacs," continuous assessment and monitoring, and a variety of teaching/learning methods. The new Master of Education degree program deals specifically with the continuing educational needs of practicing teachers and the in-service needs of school districts. It, too, is an individualized program in which credit is earned by performance, not by time served. The "Academic Fair" summer program features scheduling that is truly flexible: independent study, small groups, meetings scheduled once or twice a week, classes that meet all day, and classes that never meet. (This document contains a summary, case study, and appendixes with supplementary material for each of the three parts of the program.) (Author/JA)

**ED 085 360** **SP 007 528**  
**Clinical Approach to Teacher Education.**



Boise State Coll., Idaho.

Pub Date Nov 73

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Child Development, \*Clinical Experience, \*Elementary Education, Internship Programs, Practicums, \*Preservice Education, \*Student Teaching, \*Teacher Education, Teacher Supervision

Identifiers—Distinguished Achievement Awards Entry

The Clinical Approach to Teacher Education at Boise State Colleges places its students into two concurrent classes which run for two consecutive semesters and which emphasize the integration of theory and practice. Its ultimate goal is the development of a culminating year-long internship for the study of child behavior, curriculum, and methodology within a clinical setting of the school and the college. Four professors comprise the elementary education team responsible for this program. They have dual assignments: as professors who teach and model effective strategies and as clinical professors in a given elementary school who supervise the prospective teachers. Each sequence of study is revised and finalized by the entire team. Prospective teachers generally spend one-half day in a clinical student teaching assignment followed by an afternoon class on campus at Boise State. At any given time the student teachers' clinical schedule may be altered to give them all-day teaching experiences in their respective classrooms or intensive, in-service workshops. Placement for the two semesters' student teaching is done by cooperative efforts of the building principal and the clinical professor. The clinical professor spends a minimum of three mornings a week in his building. (A social science course outline is appended.) (Author/JA)

**ED 085 361** SP 007 530

**Career Opportunities Program.**

Shepherd Coll., Shepherdstown, W. Va.

Pub Date Nov 73

Note—55p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Disadvantaged Youth, \*Educationally Disadvantaged, \*Field Experience Programs, \*Paraprofessional School Personnel, \*Professional Training, \*Teacher Aides, Teacher Certification, Teacher Education

Identifiers—Distinguished Achievement Award Entry

The Career Opportunities Program (COP) involves eight county school systems in the Eastern Panhandle of West Virginia with on-the-job preparation of teacher aides while the latter work towards college degrees at Shepherd College. Aides receive educational preparation through specially designed practices that emphasize materials and methods in a wide number of academic fields and weekly seminars. A career ladder is incorporated in the program to the extent of combining the educational offerings with on-the-job experiences to meet the requirements for full teacher certification. Through COP and Shepherd College, college credit courses have been taken into this 3500-square mile region of Appalachia to improve the instruction of the low-income and educationally deprived youth, while providing the experience of practice combined with theory throughout the program. A spin-off of the Career Operations Program, EXEL, designed for elementary teachers, consists of the weekly assigning of students to day-long experiences in the public schools, beginning in the sophomore year of college. The length of these experiences increases each semester and continues through to the senior year. (This document includes a summary, a case study, and abstract.) (Author/JA)

**ED 085 362** SP 007 531

**An Innovative Approach to Teaching Professional Business Education Courses. The Integration of Professional Business Education Courses and Field Experiences.**

Shippensburg State Coll., Pa.

Pub Date 73

Note—90p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Business Education, \*Business Education Teachers, Educational Innovation, \*Field Experience Programs, \*Laboratory Training, \*Methods Courses, \*Preservice Education, Program Descriptions, Secondary Schools

Identifiers—Distinguished Achievement Awards Entry

Recognizing the need to reinforce methods courses with realistic perceptions of the secondary classroom, the Business Education Department at Shippensburg State College implemented, in September 1972, an integrated methods block including field experiences. The program has three primary objectives. The first objective is to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students. The second objective is to provide for an integration of methods and measurement for business education students. After foundation skills courses, representative subject areas of the secondary business curriculum are presented and applications of this curriculum are then applied and interwoven, enabling the students to understand the comprehensive role of the classroom teacher. During this period, students participate in directed field experiences that enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom. The third objective of the program is to make the business methods students aware of the innovations and new programs designed for today's youth, the needs of a changing society, and the importance of self-evaluation. An added objective is that after seeing a videotape of actual classes recorded on the field trip, students and teachers in graduate classes will become motivated to employ innovative teaching/learning strategies of their own. (Document includes laboratory experiences manual.) (Author/JA)

**ED 085 363** SP 007 532

**Choctaw Bilingual Education Program.**

Southeastern State Coll., Durant, Okla.

Pub Date 73

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American Indian Culture, \*American Indian Languages, \*American Indians, Biculturalism, \*Bilingual Education, \*Choctaw, Program Descriptions

Identifiers—Distinguished Achievement Awards Entry

In many schools throughout the United States, teachers are baffled by the child who does not know enough English to participate in the classroom, who "just sits there." In some localities the language he hears and speaks at home is an American Indian tongue; in others it is Spanish or Italian or Polish. The Choctaw Bilingual Education Program has concentrated its attention on four Oklahoma schools, in the old Choctaw Nation, where this problem is acute. With the cooperation of administrators and teachers in these schools, of Southeastern State College, and of leaders of the Choctaw community, a system of teacher education has been worked out that brings the Indian child into the mainstream of school life without sacrificing his identity as a Choctaw. The program emphasizes three educational imperatives for Choctaw-speaking children: a) they must have experiences both in and out of school that help them to develop positive self-concepts; b) they must be able to use the Choctaw language as the basic instrument of learning and acquire facility in English as a means of supplementing and extending their learning of Choctaw; c) they must have teachers and classroom aides who understand Choctaw and patterns of Choctaw thought and behavior and who accept these as fully equal to the English language and Anglo-American patterns. (The document contains a program description and teacher handbook.) (JA)

**ED 085 364** SP 007 535

**St. Denis, Hedy Arlette**

**Situational Reinforcement: Philosophy, Goals, History, and Recent Research.**

Pub Date [73]

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Language, \*Language Development, \*Language Experience Approach, \*Language Instruction, Language Programs, Teacher Education, \*Teaching Methods

Identifiers—Situational Reinforcement

This document presents the case for the use of situational reinforcement (SR) as a language teaching method of which all teachers of languages should be made aware. SR is defined as a horizontal approach to language learning, a process of gradual familiarization where students are presented with a mixture of language structures from the outset; these structures are taught

in natural contexts based initially on concrete classroom and social situations, the situations becoming increasingly abstract as the student progresses. The expressed theoretical basis of this approach is that people generate language based on what they already know and continually abstract and revise internalized grammar rules from the input they receive. Section one of the document describes this philosophy and the goals of SR. The second section presents the history of SR. Included in this section is a comparison of SR with the traditional "pattern practice" method of teaching language. The final section summarizes research related to SR. (JA)

**ED 085 365** SP 007 536

**Two Experimental Programs: A Workshop Experience for Cooperating Teachers and A Workshop Experience for Beginning Teachers.**

Tennessee Wesleyan Coll., Athens.

Pub Date Nov 73

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Beginning Teachers, \*Cooperating Teachers, Performance Based Teacher Education, \*Preservice Education, Teacher Education, Teacher Improvement, \*Workshops

Identifiers—Distinguished Achievement Awards Entry

Aware of problems both with the lack of preparation on the part of their cooperating teachers and with beginning teachers' transitions from theory to practice, Tennessee Wesleyan College designed two experimental programs: a) Workshop Experience for Cooperating Teachers, wherein the roles of the cooperating teachers were explored, and b) Workshop Experience, Problems of Beginning Teachers, wherein many of the problems faced by beginning teachers were delineated and analyzed. Both workshops explored, in depth, the performance-based teacher education model. A unique feature of both these programs is that the total cost for conducting them was underwritten by the college. There was no tuition cost for participants. Thirty-five cooperating teachers and twenty-five beginning teachers were enrolled. (Descriptions of workshop objectives, personnel, budget, and evaluation procedure and data are included in the text of this document.) (Author/JA)

**ED 085 366** SP 007 537

**Cooperative Health Occupation Education (Course Outline), Body Structure and Function I: 8009.08.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.

Available from—Textbook Services, 2210 S.W.

Third Street, Miami, FL 33135

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Biology, \*Curriculum Guides, \*Grade 12, \*Human Body, \*Physiology

GRADES OR AGES: Twelfth grade. SUBJECT MATTER: The human body processes in normal and in certain abnormal conditions. ORGANIZATION AND PHYSICAL APPEARANCE: The document contains a preface, a list of goals, a list of specific block objectives, a bibliography, a course outline for each of the six blocks, and a quinquennial posttest. The six blocks are as follows: a) The Body as a Whole; b) Structural and Functional Relationships and Organization; c) The Skeleton; d) Joints or Articulation; e) Muscles; f) The Brain, Spinal Cord, and Nerves; and g) The Sensory System. OBJECTIVES AND ACTIVITIES: Objectives are expressed in the list of general goals, the list of specific course objectives, and the outline. INSTRUCTIONAL MATERIALS: A bibliography includes basic and supplementary references, periodicals, and films. STUDENT ASSESSMENT: No provision is indicated. OPTIONS: The course is required. (Related document is SP 007 539.) (JA)

**ED 085 367** SP 007 538

**Cooperative Health Occupation Education (Course Outline), The Life Span and Community Health: 3099.10.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—26p.

Available from—Vocational Curriculum Materials Service, Rm. 710, 1410 N.E. Second Avenue, Miami, FL 33132

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Guides, Disease Control, \*Grade 12, \*Health Education, Health Services

**GRADES OR AGES:** Grade twelve. **SUBJECT MATTER:** The physical development and needs, as well as the psychological development and needs of the individual from infancy to old age. The health of the community is studied in terms of communicable diseases, immunology, resources available for the optimal health of any community (including health services available in Dade County). **ORGANIZATION AND PHYSICAL APPEARANCE:** The document contains a preface, a list of goals, a list of specific block objectives, a bibliography, course outlines for each of the 12 blocks, and a quinquennial posttest. The 12 blocks are as follows: a) Bases of Community Health; b) Allergies and Infections; c) Immunity; d) Kinds of Communicable Diseases; e) Your Government and Your Health; f) Environmental Sanitation; g) Life Span—Preschool (Birth to Six Years); h) Life Span—The Early School Years (Six to Ten Years); i) Life Span—Adolescence; j) Life Span—Operation Maturity (Early Adulthood); k) Life Span—the Harvest (Middle Age); l) Life Span—the Aging Process (Old Age). **INSTRUCTIONAL MATERIALS:** A bibliography of basic and supplementary references is given. **STUDENT ASSESSMENT:** No provision indicated. **OPTION:** The course is required. (JA)

**ED 085 368** SP 007 539  
Cooperative Health Occupation Education (Course Outline), Body Structure and Function II: 8009.09.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.

Available from—Textbook Services, 2210 S.W.

Third Street, Miami, FL 33135

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Guides, \*Grade 12,

Health Education, \*Human Body, \*Physiology.

**GRADES OR AGES:** Grade Twelve. **SUBJECT**

**MATTER:** This is the second part of a two-part

course on body structure and function. The sub-

ject matter includes organization, composition,

and all the systems of the human body. Laboratory

experiments related to first aid are also

covered. **ORGANIZATION AND PHYSICAL**

**APPEARANCE:** The guide contains a preface, a

list of goals, a list of specific block objectives, a

bibliography, course descriptions for each of the

11 blocks, and a quinquennial posttest. The 11

blocks are as follows: a) The Blood; b) The

Heart; c) The Blood Vessels and Blood Circulation;

d) The Lymphatic System and Lymphoid

Tissue; e) Body Temperature and Its Regulation;

f) Digestion and Indigestion; g) Respiration; h)

The Urinary System; i) Glands, Secretions, Hormones;

j) The Reproductive System; and k) Fertilization

and Development of the Embryo. **OBJECTIVES AND ACTIVITIES:** Objectives are

expressed in the list of goals, in specific block

objectives, and within the outlines themselves. **IN-**

**STRUCTIONAL MATERIALS:** A bibliography

lists basic and supplementary references, period-

icals, and films. **STUDENT ASSESSMENT:** No

provision is indicated. **OPTIONS:** The course is

required. (Related document is SP 007 537.)

**ED 085 369** SP 007 545

Project Flagship.

State Univ. of New York, Buffalo. Coll. at Buf-

falo.

Pub Date 73

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Instruction, \*Individual-

ized Instruction, \*Laboratory Procedures, \*Per-

formance Based Teacher Education, \*Preser-

vice Education, \*Student Centered Curriculum,

Teaching Methods

Identifiers—Distinguished Achievement Awards

Entry

Project Flagship, the 1974 Distinguished

Achievement Awards entry from State University

College at Buffalo, New York, is a competency-

based teacher education model using laboratory

instruction. The special features of this model in-

clude a) stated objectives and criteria for evalua-

tion, b) individualized instruction, c) individual-

ized learning rates, d) laboratory instruction, and

e) remediation. The following delivery systems

are used to establish these features: a) a sequence

of 10-minute video tapes; b) a 20-minute, nar-

rated, 2x2 slide series; c) a self-instructional manual; d) scheduled live demonstrations; and e) scheduled lectures. Students have the option of using one or any combination of delivery systems. Evaluation of the project is achieved through pre- and post-assessment scores from two groups of students. The experimental group experiences Project Flagship while the control group has assigned courses and textbooks. Results reveal higher overall scores for the experimental group on preassessment tests. On postassessment tests, data show higher scores on psychomotor competencies for the experimental group. (The report presents graphs and modules.) (BRB)

**ED 085 370** SP 007 548  
Gillooly, William B. Curcio, Ronald P.

College Students' Preferences for Various Kinds of

Information about Educational Innovation.

Pub Date 28 Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Innovation, Educational

Research, \*Information Sources, \*Preservice

Education, \*Student Attitudes, \*Student

Opinion, \*Teacher Education

This report investigated which of seven kinds

of information would be most valuable in helping

students make a decision concerning personal

adoption of a new educational practice. Three

hundred education and noneducation majors

from the University of New Hampshire completed

questionnaires containing seven information

sources: a) personal experience; b) logical con-

siderations; c) standardized test results; d)

teacher-made test results; e) teacher question-

naires; f) renowned educator's endorsement; and

g) school administrator questionnaires. Seven

forms of this questionnaire were used, each giving

a different ordering of the information sources.

Students indicated their single most preferred

type of information source. Data from the stu-

dents were compared with figures from university

and junior high school faculty members. The stu-

dents' sources which showed above the chance

level, personal experience and logical considera-

tions, were the professors' and teachers' second

choices, respectively. This disparity between

professors' preference for logical considerations

and the students' for personal experience has

been incorporated into the Rutgers curriculum

through basic educational psychology courses.

(BRB/CCM)

**ED 085 371** SP 007 550

Ellis, E. N. Gilbert, K. J.

Survey of Extra-Curricular Athletics (both inter-

collegiate and intramural).

Vancouver Board of School Trustees (British

Columbia). Dept. of Planning and Evaluation.

Report No—RR-72-04

Pub Date 7 Mar 72

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Athletic Activities, \*Athletic Pro-

grams, Cocurricular Activities, \*Intercollegiate

Programs, \*Intramural Athletic Programs,

\*Physical Education, Recreational Activities,

Womens Athletics

This research report presents findings from a

survey questionnaire designed to obtain infor-

mation about current university programs in ex-

tracurricular athletics. The survey encompasses

responses from 29 colleges: 11 in British Colum-

bia, 8 in other Canadian provinces, and 10 in the

United States. The responses indicate a general

trend toward basketball and volleyball as the

most common intramural activities for men. Bad-

minton and volleyball are the most common for

women as co-recreational activities. Basketball is

the most common activity among men and

women in intercollegiate athletics. From in-

dividual responses, however, other activities ap-

pear at least as often as basketball. Two tables of

data are presented, citing the most frequently

mentioned activities for intramural and intercol-

legiate athletics by men and women from the

three different geographic areas. The appendix

includes a sample questionnaire. (BRB)

**ED 085 372** SP 007 551

Cromack, Theodore R.

Reinforcing and Questioning Behavior of Teachers

as a Measure of Teacher Effects. Final Report.

Johnson State Coll., Vt.

Spons Agency—National Center for Educational Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Bureau No—BR-2-A-099

Pub Date Oct 73

Grant—OEG-1-72-0019(509)

Note—45p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Effective

Teaching, \*Negative Reinforcement, \*Per-

formance Based Teacher Education, \*Positive

Reinforcement, \*Questioning Techniques,

\*Teacher Behavior, Teaching Techniques

This study attempts to generate hypotheses

concerning teacher performance in the class-

room. Seventeen teachers were videotaped while

teaching a lesson. Pupils completed an achieve-

ment test and a rating scale of these teachers

which placed the teacher in a high-, medium, or

low-effect group. A comparison of the frequency

and types of questioning and reinforcing behavior

between high- and low-effect teachers was then

made. The data from this show that a) high-effect

groups ask more rhetorical questions than the

low-effect groups; b) high-level questions distin-

guished groups from one another more than low-

level questions; c) high-effect groups provide

more positive verbal reinforcement than low-effect

groups; and d) frequency of negative reinforcement

does not distinguish one group from another.

When using IQ as an aptitude measure and

frequency of any teacher behavior as a treat-

ment, results show that a) more able students

perform better with low-frequency questions and

low-frequency positive reinforcement and b) less

able students show greater achievement with a

high frequency of negative reinforcing behavior.

(Thirty-six figures and 12 tables of data are

presented.) (BRB)

**ED 085 373** SP 007 552

Morgan, James M.

A Seminar and Training Program in Needs As-

essment and Goal Development. Final Report.

Cincinnati Public Schools, Ohio.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C. Researcher Training.

Bureau No—BR-2-0577

Pub Date Aug 73

Grant—OEG-0-72-1245

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Development, \*Educa-

tional Objectives, \*Educational Programs, \*In-

structional Materials, Material Development,

Program Design, \*Program Development,

\*Training Objectives

This report describes two sets of training

materials used in needs assessment and goal

development programs. One set of materials

trains local school/community groups to set goals

for their schools. The second set trains evaluation

specialists to assist the school community in the

goal-setting process and emphasizes the technical

skills related to data collection and use. The

materials used by community groups consist of 10

units requiring a total of 16 hours or less to

complete. The evaluation specialists' training

materials are in 11 units requiring 20 hours total

time. Both sets of materials are based on the goal

development process which consists of problem

identification by the school community, valida-

tion of these problems through school data and a

community survey, translation of problems into

goals, and an ordering of priorities. After a field

test of the training materials, modifications were

included with a training manual. Tape/slide

presentations, simulations, and self-instructional

exercises are employed in the programs. Three

tables of data are presented in the report. (BRB)

**ED 085 374** SP 007 553

Engman, Leila

Team Teaching Will Work!

Pub Date [73]

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Teacher Background, Teacher

Behavior, \*Teacher Characteristics, Teacher

Participation, \*Team Teaching, \*Teamwork

Identifiers—Teacher Cooperation

Research has indicated that teachers are willing

to be involved and are capable of being involved

in instructional development. According to

Kingham and Benham, team teaching has failed

in the past due to three causes: a) no planning

time, b) personality clashes, and c) inability to

integrate the material. To solve these three

problems, one can utilize Bixby's definition of supervision as a "pool of services to which all members of the professional team make contributions and from which all can draw as their needs demand." Two institutions, the State College Area School District in Pennsylvania and Indiana University at Bloomington, have attempted to develop the pool-of-services concept in teacher teaching. Both propose roughly the same objectives: a) the team agrees to work on a common goal—in State College, the team agrees to write course content; b) the team recognizes that each member must learn something about the other's technical background—in State College, this step involves teachers teaching each other during work days allocated in in-service programs; c) each member of the team must actually learn something of the other's respective disciplines—in State College, this means teaching the children what one has learned from colleagues; and d) the team must successfully complete a series of action steps, such as writing the instructional content and teaching the content for one teaching year. (JA)

#### ED 085 375 SP 007 556

##### University of Wisconsin-River Falls Renewal Program.

Wisconsin State Univ., River Falls.

Pub Date Nov 73

Note—8p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Cooperation, \*Continuous Learning, \*Inservice Teacher Education, Teacher Background, \*Teacher Centers, Teacher Experience

Identifiers—\*Distinguished Achievement Awards Entry, Teacher Renewal

The "Renewal" program is available to teachers in school districts that participate as partners with the university in the education of future teachers. Any district which has, or has expressed the desire to have student teachers or pre-student teachers or interns from the University of Wisconsin-River Falls, is eligible to be included in the program. The program consists of courses, areas of studies, or projects that are designed by teachers in the district and university faculty. Resource people are provided by the College of Education. Participating teachers have the opportunity to enroll for graduate resident credit if they so desire. All projects, programs, or courses are carried out in the local districts, and the university professors and resource people go to the local districts rather than having the teachers come to the university. Course titles include Supervision of Student Teachers, School Law, Introduction to Learning Disabilities, Career Development, and Human Awareness. (Author/JA)

#### ED 085 376 SP 007 557

##### Field-Based Center for Teacher Training.

Johnson State Coll., Vt.

Pub Date Nov 73

Note—14p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College School Cooperation, \*Field Experience Programs, Performance Based Teacher Education, \*Student Teaching, Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

Commencing in 1970, the Teacher Education Department of Johnson State College, Johnson, Vermont embarked on a restructuring of its entire teacher education program. The need for this revision stemmed from severe concern on the part of faculty members, public school officials, and students that the traditional way of training teachers was not doing the job. After two years of planning, a Field-Based Teacher Training Program was initiated in September 1973. This program shifted emphasis from a traditional college campus-based approach to one requiring considerable field experience. A feature of this program was the large involvement of public school administrators and teachers in the program. This cooperation was even carried to the point where public school districts shared the cost of salaries for the field experience supervisors. The cost sharing approach would indicate some guarantee of heavy interest, contact, responsibility, and accountability. The new program is under constant evaluation by the field-based supervisors, faculty members of the education department, faculty members from other disciplines at Johnson State

College, public school officials, and students. Furthermore, the field-based center is definitely oriented towards competency-based teacher education. (Author/JA)

#### ED 085 377 SP 007 558

##### Child Psychology Experiences Program.

Walla Walla Coll., Wash.

Pub Date Nov 73

Note—7p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Child Psychology, \*Laboratory Training, \*Teacher Attitudes, \*Teacher Background, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

Recognizing the need for trained teachers to enter the classroom with confidence and professional capacity, Walla Walla College introduced a Child Psychology Experience Program. Personnel from several departments contribute to this program. In connection with the child psychology courses, the project features a laboratory/demonstration center where a controlled environment helps teacher trainees become aware of emotion-laden issues, stemming from their own backgrounds, that are relevant in meeting future issues with children under their direction. The program emphasizes effective ways to resolve residual feelings that arise when the trainee interacts with children. It is designed to improve the student teacher's ability to cope successfully with similar situations upon entering the teaching profession. (Author)

#### ED 085 378 SP 007 559

##### A Cybernetic Approach to Continuous Program Re-Conceptualization in Teacher Education Through Graduate Assessment.

Fairmont State Coll., W. Va.

Pub Date Nov 73

Note—35p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Teachers, \*Program Evaluation, \*Program Improvement, \*Teacher Evaluation, \*Teacher Programs, Teaching Experience

Identifiers—\*Distinguished Achievement Awards Entry

Recognizing the necessity for procuring substantive data (rather than merely professional opinion) upon which to base meaningful and relevant changes in teacher education, Fairmont State College designed and carried out a graduate assessment program in 1971 referred to as the Graduate Assessment Record. The Graduate Assessment Record, as initially conceived and practiced, features a cybernetic approach to continuous program reconceptualization through an assessment of the graduate's performance in his initial year of teaching. This assessment, while relatively simple and inexpensive, produce concrete quantitative and qualitative data from the graduate and his immediate supervisor that, when treated statistically, provides baseline data on the graduate's performance in planning, instruction, evaluation, classroom management, and human relations during his initial year of teaching. These assessment data provide the background against which all proposed program changes are analyzed in terms of performance consequences and program continuity. (Author/JA)

#### ED 085 379 SP 007 560

##### A Field-Based Approach to Introductory Education Courses.

Wichita State Univ., Kans. Coll. of Education.

Pub Date Nov 73

Note—12p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Clinical Experience, College School Cooperation, Education Courses, \*Field Experience Programs, \*Performance Based Teacher Education, \*Preservice Education

Identifiers—\*Distinguished Achievement Awards Entry

The College of Education at Wichita State University together with the Wichita Public Schools has designed a program for introductory education courses that is completely field based. The instructional teams are comprised of both public school and university personnel. The program is funded completely by Wichita State University and involves both elementary and secondary schools and students. Students enroll in three beginning courses in professional education which are fully integrated into experience-

centered activities in a public school. Students enrolled reserve the time from 11:30 a.m. to 4:30 p.m. each day for the field-based program. In this program, students do not come to the campus, the assigned school is the center for all instruction. Theory and practice are combined through activities that include functioning as a teacher aide, being involved in all school activities, making trips to observe unique educational programs and to interview educational specialists, participating in various community activities, and actually teaching in some classrooms. (Author/JA)

#### ED 085 380 SP 007 562

##### Step and Hip, Humanistic Programs for Problem Secondary Students.

Utah Univ., Salt Lake City. Graduate School of Education.

Pub Date Nov 73

Note—30p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Humanism, \*Individual Development, \*Open Education, \*Student Teachers, Teacher Centers, Teaching Experience, Team Teaching

Identifiers—\*Distinguished Achievement Awards Entry

Alternative programs in open education for student teachers in both the Department and the Graduate School of Education at the University of Utah are making substantial contributions to promoting growth in education students; genuine interpersonal relationships between themselves and their students; and humanistic values, attitudes, and behaviors. STEP (Student-Teacher Education Program) and HIP (Highly Important People), humanistic programs in two high schools in Salt Lake County, Utah, are serving dual functions as a) teaching centers for educating students from the University of Utah who desire student teaching experience in open classrooms, humanistic methods, team teaching, and affective curriculum development and b) "schools within a school" for poorly motivated and unsuccessful high school students. Evaluation data have been gathered through opinionnaires sent to university and high school students who formerly participated in the programs. The data indicate that the programs, in addition to providing an impetus for change in the teaching attitudes and goals of student teachers and teachers who have participated, also improve the learning attitudes and feelings toward school of the participating high school students. (Author/DDO)

#### ED 085 381 SP 007 563

##### Rural Teacher Intern Program.

California State Univ., Fresno. School of Education.

Pub Date Nov 73

Note—11p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bilingual Teachers, \*Internship Programs, \*Migrant Education, Preservice Education, \*Rural Education, Teacher Experience, \*Teacher Interns

Identifiers—\*Distinguished Achievement Awards Entry

This program was designed to prepare teachers bilingual in Spanish and English who, because of their background, are especially able to meet the needs of educationally handicapped children in depressed rural areas. It is called the Rural Teacher Intern (RTI) program. Each intern has had extensive experience in rural and migrant education as a part of his teacher education experience in the California Migrant Teacher Assistant (Mini-Corps) program. The RTI program is a logical and culminating preservice experience for 16 bilingual Chicano elementary teacher candidates. The RTI program incorporates a modular approach, with all interns being supervised by a two-member faculty team that also teaches the weekly seminar/practicums. The curricular and methodological emphasis is on teaching strategies and materials that are most appropriate for children who must cope with two languages and function in two cultures and who come from families that are economically depressed if not impoverished. Each intern is assigned to a full-charge position, teaching full-time under contract to one of the participating school districts in the California State University, Fresno service area. (Author)

#### ED 085 382 SP 007 564

##### Northeastern State College Camping Program for the Mentally Retarded.



Northeastern State Coll., Tahlequah, Okla.  
Pub Date Nov 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Camping, Handicapped Children, Mental Retardation, \*Practicums, \*Preservice Education, \*Retarded Children, Special Education, \*Special Education Teachers

Identifiers—Distinguished Achievement Awards Entry

Operating on the principle of meeting community needs and the desire to build a realistic practicum experience for special education majors, Northeastern State College began a special camping program for mentally retarded children. The program provides the special education student with the opportunity of direct experience in working with the mentally retarded child, the community, and the child's parents. The students have the responsibility of helping to plan the program each year. A written evaluation is submitted by each adult participant, providing continuous evaluation of the program. Financial support in money and equipment comes from the community. The camp's activities include swimming, arts and crafts, speech therapy, dancing, boating, softball, fishing, and self-help activities. (Author/JA)

ED 085 383

SP 007 565

Exploratory Field Experience in Education.

Lyndon State Coll., Lyndonville, Vt.

Pub Date Nov 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, College School Cooperation, \*Elementary Education, \*Field Experience Programs, Laboratory Schools, \*Preservice Education, Program Descriptions, \*Secondary Education, Teaching

Identifiers—Distinguished Achievement Awards Entry

The Exploratory Field Experience in Education program is a field-based program for those students who indicate that they wish to pursue a professional career in education. The aim of the program is to assist the student in making an intelligent career choice early in his college years. The program is set for the first semester of the sophomore year. Public school personnel offer their classrooms as laboratories for the college courses and serve as consultants as well as team teachers. The students serve as aides in the schools for 5 half-days a week. In addition to being in the classrooms, students attend specially designed courses entitled "American Education," "Educational Psychology-Human Development," and "Education Workshop." These courses utilize the daily activities and experiences the students find in the schools. (Author/JA)

ED 085 384

SP 007 566

Communications.

Kutztown State Coll., Pa.

Pub Date Nov 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication Skills, \*Degree Requirements, Educational Innovation, Interdisciplinary Approach, Language, Literature, Speech, \*Teacher Education, Teaching Experience, Writing

Identifiers—Distinguished Achievement Awards Entry

The Department of English and the Department of Speech and Theatre at Kutztown (Pa.) State College, with the assistance of the Dean of Teacher Education and the Director of Placement, have developed a new program for the preparation of teachers in the disciplines of English, speech and theatre. The project was begun locally to provide graduates with the best possible chance in an employment market that is not only shrinking but also requiring a different kind of teacher—one more broadly skilled than institutions have produced in the past. The new program in communications represents an effort to produce graduates not only trained in literature and speech but with genuine class experience in other media, skill in teaching reading and writing, and more than token abilities to handle the extracurricular activities so often required of teachers in these areas. Instead of the earlier 36 credits in English or Speech and Theatre, 60 credits are now required, with approximately one-third allotted to each of the three areas of language, writing, and literature and speech/theatre. The student is given considerable choice within these areas and is not forced to go beyond the 128 credits needed for graduation. (Author/JA)

ED 085 385

SP 007 568

Personalized Performance-Based Teacher Education Program.

Gonzaga Univ., Spokane, Wash.

Pub Date Nov 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, \*Individualized Instruction, \*Performance Based Teacher Education, Performance Contracts, \*Performance Criteria, Seminars, Teacher Improvement, Teacher Programs, Teacher Supervision

Identifiers—Distinguished Achievement Awards Entry

The Personalized Performance-Based Teacher Education Program is divided into three nominal phases. Entry and exit levels of competency and performance are identified at each phase. An educational advisor who will work with the teacher candidate throughout the entire program is also identified at entry. In each phase, students participate in a significant block of activity in area schools, as well as in competency-instruction sessions, individualized contract assignments, small-group seminars, and work with an advisor. These activities are interrelated, sequenced, and culminate in a full-time supervised teaching experience. Evaluation is achieved by various means. Each competency area is assessed. Teacher candidates and advisors collaborate in evaluation. Finally, the candidate constructs the model by which his supervised teaching will be evaluated. Goals for continued professional growth are specified at exit from the program. An overall aim in the program is to promote opportunity for the teacher candidate to move from involvement to deeper commitment to education. (Author/JA)

ED 085 386

SP 007 569

Pilot Program: San Francisco Center for Advanced Teacher Development.

San Francisco Univ., Calif.

Pub Date Nov 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, \*Inservice Teacher Education, \*Public Schools, Seminars, Summer Schools, \*Teacher Centers, Team Teaching

Identifiers—Distinguished Achievement Awards Entry

The pilot summer session of this program was Phase I in the establishment of year-round, in-service centers within operating public schools. Teachers who seek advanced credentials in administration, counseling, or reading specialization will be able to apply for reassignment to the center for the duration of their advanced training. For this summer school, 60 teachers were assigned in three-person teaching teams in two schools for grades K-7 and 7-12. Having a three-person team permitted one or more of the teachers to be released for seminars during the school day. Five university professors led the seminars on nine specialized topics. The program was evaluated by 22 of the participating teachers to ascertain the validity and feasibility of such a cooperative venture. (Author)

ED 085 387

SP 007 570

School of Education - Teacher Preparation Program.

University of the Pacific, Stockton, Calif.

Pub Date Nov 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, Community Involvement, \*Educational Innovation, Foreign Countries, \*Interdisciplinary Approach, \*Preservice Education, Sabbatical Leaves, \*Teacher Education, Teacher Programs, Travel

Identifiers—Distinguished Achievement Awards Entry

In recognition of the fact that teachers in this pluralistic society must have a multiplicity of skills, the School of Education of the University of the Pacific in 1970 initiated a self-study structure which resulted in a critical evaluation of its existing programs for the preparation of teachers. Programs were initiated and strengthened in order to a) improve the educational opportunities available to low-income and migrant youths and better prepare teachers to serve them; b) broaden the education of future teachers through international travel, study, and exposure; c) allow for maximum professional development and utilization

of faculty members; and d) develop a continuing program of teacher education offering a strong learning and teaching experience through a variety of alternative plans. The reorganization of programs has been ongoing and has resulted in such specific changes as a preservice program for all student teachers, field-centered and performance experiences as part of the requirements of courses, alternative strategies for the completion of courses, and, most important, an interdisciplinary academic approach to the preparation of teachers. The changes that have come about in the School of Education have resulted entirely from self-evaluation and self-initiation, without outside agencies requiring or financing the changes. (Author/DDO)

ED 085 388

SP 007 571

Individualized Instructional Analysis System.

Purdue Univ., Lafayette, Ind.

Pub Date Nov 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, \*Individualized Instruction, \*Microteaching, Student Teacher Relationship, \*Teacher Education

Identifiers—Distinguished Achievement Awards Entry, \*Instructional Analysis

Instructors in the Department of Education at Purdue University have developed a combination of educational innovations called "Individualized Instructional Analysis System (IIAS)." The system is a combination of microteaching, interactional analysis, and audio-tutorial techniques. The microteaching aspect employs a teacher who teaches a very brief lesson which is videotaped. He then observes and participates in a critique of the taped sample of his teaching, revises his teaching, and then performs the whole sequence again. Interactional analysis involves the identification of certain verbal behaviors in a classroom and the evaluation of them. Thus, it is possible to ascertain how much the students talk relative to how much a teacher talks; how many questions are being asked; whether the questions really extend a student's thinking, or whether they cut it short. Audio-tutoring is an individualized process which makes use of a variety of programmed audiovisual materials in such a way that students learn according to their own rates. With the audio-tutorial system, the student and the teaching device are paired off. The one-to-one ratio provides each student with a tutor of unlimited patience. (Included in this document are a summary of the program, a case study, and material from student evaluations.) (Author/JA)

ED 085 389

SP 007 572

The Development of the Competency Oriented

Personalized Education Program.

Wisconsin Univ., Superior, Coll. of Education.

Pub Date Nov 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Field Experience Programs, \*Individual Development, \*Individualized Instruction, Interaction, Performance Based Teacher Education, Performance Criteria, Seminars, Student Teacher Relationship

Identifiers—Distinguished Achievement Awards Entry

Following more than 2 years of study and research, the faculty of the College of Education developed a plan whereby the student experience is focused on three major elements: a) the Individualized Learning System, b) the Field Experience, and c) the Personal Development Experience. These three elements are integrated to constitute a total learning package (L-PAC). L-PACs are units of work with specific objectives, learning activities, and an evaluation plan. The student progresses through the required and elective L-PACs at his own pace. The Field Experience component is also competency oriented, and each course includes a number of field experiences which expose the student to public school classrooms and other work with children. The university professor and the cooperating teacher share the responsibility for developing a list of competencies. The Personalized Development Experience involves students in small interaction groups designed to develop self-understanding and human relation skills. A number of the L-PACs have both required and optional learning seminars, in which the faculty member serves as a resource person to the student. Evaluation of a student's progress is based on

completion of objectives, thus dropping the traditional grade system. (Author/JA)

**ED 085 390** SP 007 573

**Career Opportunities Program.**

Maine Univ., Farmington.

Pub Date Nov 73

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Programs, \*Adult Students, Disadvantaged Youth, \*Elementary School Teachers, Preservice Education, \*Teacher Education, \*Urban Teaching, Work Study Programs

Identifiers—Distinguished Achievement Awards Entry

The Career Opportunity Program (COP) selected trainees from a group of low-income, Model neighborhood people generally conceded to be high-risk college material in order to provide an example of the "multiple entry routes" to the teaching profession. The program provided models for the following areas: a) the consortium approach to teacher education, b) Maine's first community-centered and field-based training program, and c) clarification of the concept of differentiated staffing for the State Department of Education's reexamination of certification requirements for paraprofessionals. The program was designed to help 700-800 inner-city children by reducing the adult-to-child ratio in the classroom. The trainees benefit through the provision of a preservice, work-study program which allows them to become fully certified elementary teachers. Another benefit is the change in the method of training teachers from the more traditional on-campus configuration of course work to an alternate performance-oriented, competency-based program model. (Author/JA)

**ED 085 391** SP 007 574

*Berg, Marlowe And Others*

**Competency-Based Teacher Education Program.**

California State Univ., San Diego. School of Education.

Pub Date Nov 73

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Psychology, \*Individualized Instruction, \*Performance Based Teacher Education, \*Performance Criteria, Reading Instruction, Social Studies, Student Teaching, Study Centers, Teaching Methods, \*Teaching Skills

Identifiers—Distinguished Achievement Awards Entry

The Competency-Based Teacher Education program at San Diego State University is a self-paced, individualized program utilizing learning modules designed to develop specified, critical teaching skills in reading, social studies, and the learning process. Media and materials are available in an Individualized Study Center where the student is assisted by the instructor to complete successfully the performance requirements. During the initial weeks of the semester, the student schedules minimal work with children in a public school in order to concentrate on developing the competencies required by the modules. When these competencies have been successfully demonstrated, full-time student teaching is initiated so that the student can demonstrate his ability to integrate the developed skills and assume responsibility for children's learning for an extended period of time within an accountability framework. (Author)

**ED 085 392** SP 007 576

**Children's Literature Storytelling Programs.**

Westfield State Coll., Mass.

Pub Date 73

Note—2p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adolescent Literature, Audiovisual Aids, \*Library Programs, \*Story Telling

Identifiers—Distinguished Achievement Awards Entry

In an effort to share literature with children as well as to provide meaningful experiences for students in the teacher education program at the college, a series of storytelling programs entitled "Storyhours on Parade" has been designed for area school systems and libraries. The programs are based upon selected themes and are presented with as much variety as possible. A wide range of media for storytelling is also fostered. Filmstrips, records, tapes, films, pup-

petry, as well as actual live storytelling are incorporated into the program. In addition to the storytelling, each program provides the children with a library corner, which is planned and developed by the college students, to present a positive setting and atmosphere for continued interest in libraries and books; the themes of these library corners complement the actual storytelling program. (Author/JA)

**ED 085 393** SP 007 578

**Self-Evaluation in Student Teaching.**

East Carolina Univ., Greenville, N.C. School of Education.

Pub Date Nov 73

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College School Cooperation, Elementary School Teachers, \*Microteaching, \*Self Evaluation, \*Student Teachers, \*Student Teaching, \*Video Tape Recordings

Identifiers—Distinguished Achievement Awards Entry

The Elementary Education Department at East Carolina University, in cooperation with the public schools in the area, has developed a program that involves videotaping approximately 60 student teachers located throughout eastern North Carolina. The taping was made possible through close coordination of university supervisors, public school personnel, and a technical assistant. The first phase of the program allowed the student teachers to be taped once during the quarter by the technical assistant. A second phase of the program calls for the student teachers to tape themselves and make these tapes available to their university supervisors and supervising teachers for evaluative purposes. As part of phase two, student teachers will tape themselves more than once during the quarter. It is felt that additional tapings will enhance the meaning of this self-evaluative technique by allowing the student teacher to view his progress. Prospective student teachers will learn the basics of operating video tape equipment during undergraduate methods courses and microteaching sessions. Equipment used in the second phase is made available to the school where the teacher is assigned. (Author/JA)

**ED 085 394** SP 007 590

*McAtee, John F.*

**Your Student Teacher's Final Evaluation.**

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cooperating Teachers, \*Criteria, Evaluation Criteria, \*Student Evaluation, \*Student Teachers, \*Teacher Supervision

Each confidential statement about a student teacher by his teacher supervisors should be written with one goal in mind, that of offering a candid assessment of a teacher candidate who is being considered for employment by a hiring official. Amidst the current trend toward pass/fail courses, these statements assume an even higher importance. There are numerous criteria one can apply in such an assessment. The following are cited as illustrations: a) the situation (school setting, educational philosophy of community, social and economic characteristics); b) teaching experience; c) extra-Academic initiative; d) personal interaction; e) appearance and social demeanor; f) preparation versus production; g) cautious versus curious (mention any innovative ideas the student teacher may have implemented, especially if they were less than successful but worthwhile for the expended effort); h) receptive to suggestions; i) strengths; and j) deficiencies and attitudes toward correction. (JA)

**ED 085 395** SP 007 591

*Marso, Ronald N. Reed, Robert L.*

**Observable Changes in Student Teacher Behavior Following Field Oriented Elementary Education Programs.**

Pub Date [71]

Note—9p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, Elementary School Teachers, \*Field Experience Programs, \*Preservice Education, \*Teacher Behavior, \*Teacher Evaluation, Teacher Rating

This study investigated the observable changes, if any, of 58 elementary education student teachers following completion of field experience programs. Behavior rating forms were completed by the prospective kindergarten to sixth grade

teachers, the public school cooperating teachers, the university supervisors, and a control group of 35 non-field experienced students. It was hypothesized that a) field experienced students would rate themselves higher than non-field experienced students and b) cooperating teachers and university supervisors would rate the field experienced students higher than the non-field experienced students. The responses to the rating form were classified according to the emphasis placed upon the particular field experience program: Project Interaction Methods Experience, or both Interaction and Methods Experience. Analysis revealed statistical acceptance of both general hypotheses. Data also revealed that significant differences in mean rating scores for the individual items appeared a) most frequently between Methods Experience student teachers and the control group and b) most frequently between the public school cooperating teachers and the control group. (A sample questionnaire is included.) (BRB)

**ED 085 396** SP 007 596

**Current Literature on Venereal Disease, 1973.**

Number One. Abstracts and Bibliography.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—DHEW-HSM-73-8233

Pub Date 73

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annotated Bibliographies, \*Communicable Diseases, \*Disease Control, Disease Rate, \*Diseases, Health Education, \*Physical Health, \*Venereal Diseases

This report presents a survey of recently published literature in the field of venereal disease. The five main topics covered are a) diagnosis and management of syphilis and other treponematoses, b) gonorrhea, c) minor venereal and related diseases, d) public health methods, and e) behavioral studies. The material in each of these sections contains the title of the article, the name and address of the author when available, publication information, and an article summary. Each of these sections also presents a selected bibliography of periodic literature in the field. The last section of the report includes a list of current books on venereal disease. (BRB)

**ED 085 397** SP 007 603

**Teacher Trainee Program. ESEA Title I Annual**

Evaluation Report 1970-1971.

Virgin Islands Government Dept. of Education, Charlotte Amalie.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cooperating Teachers, \*Early Childhood Education, \*Field Experience Programs, Individualized Instruction, \*Preservice Education, \*Program Development, Teacher Education, \*Teacher Improvement

Identifiers—Virgin Islands

This study evaluated the first year of the Virgin Islands' Five Year Teacher-Trainee Program. The objectives of the program included a) provision of 100 degree-holding teachers for the Virgin Islands School System with specialized training in early childhood development and b) employment of 200 teacher trainees as classroom assistants for kindergarten to third grade. Sixty-nine teacher trainees accepted contracts between February and August 1971. All trainees worked with cooperating teachers in kindergarten to third grade one-half of the day and completed courses at the College of the Virgin Islands the other half. These trainees provided individualized classroom services to 1,900 students in 65 classes. Three trainees were also utilized in special education programs. The following considerations surfaced upon evaluation of the program: a) it took almost half the school year to develop and initiate the program because all trainees were required to have employment contracts; b) the program specified the use of two supervising teachers to conduct seminars and the Department of Education was not successful in contracting for these services; and c) conflicts were experienced when scheduling university course work and teacher trainee assignments. (BRB)

ED 085 398

TM 003 332

DeLoria, Dennis. And Others

**The National Home Start Evaluation Interim Report II: Summative Evaluation Results.**

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 30 Jul 73

Note—209p.; Interim Report 2

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Compensatory Education Programs, Family Life, Family Life Education, Field Experience Programs, \*Home Programs, Parent Participation, Preschool Evaluation, \*Preschool Programs, Program Evaluation, \*Summative Evaluation, Testing

Identifiers—\*Home Start

Summative evaluation data from nine of the fifteen Home Start sites is presented. The purposes of this pilot summative evaluation were to assess the Fall 1972 measurement battery and field data collection procedures, to identify entering population characteristics so minimum useable sample sizes could be computed for the Fall 1973 data collection and, to determine preliminary relationships between children's performance and different aspects of their home environment. Data quality is discussed and item analyses and factor scores on nine instruments used in the measurement battery are presented along with recommended changes in the measurement battery for the final summative evaluation. See also ED 069 439-069 441. (ROF)

ED 085 399

TM 003 336

Prichard, Robert D. And Others

**The Effects of Confidentiality on the Distribution of Naval Performance Appraisals.**

Purdue Univ., Lafayette, Ind. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date Aug 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Confidentiality, \*Confidential Records, \*Military Personnel, Performance, \*Personnel Evaluation

Confidential performance appraisals were collected from a sample of 504 enlisted personnel and compared to a large sample of official, non-confidential appraisals. Results indicated that the distribution of confidential ratings showed much less skew and more discrimination than the non-confidential ratings. (Author)

ED 085 400

TM 003 338

Colvin, Dan

**Evaluation of CPMP (Grades 6 - 12 Continuous Progress Mathematics Program) 1972-1973.**

Adams-Arapahoe School District 28-J, Aurora, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—86p.

Available from—Aurora Public Schools, 1085 Peoria Street, Aurora, Colorado 80011

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Continuous Progress Plan, \*Curriculum Evaluation, \*Individualized Curriculum, \*Mathematics Curriculum, Non Graded Classes, Problem Solving, \*Secondary School Mathematics

Identifiers—\*Continuous Progress Mathematics Program, ESEA Title III

The context of this evaluation is described in terms of locale organization, financial status & enrollment trends of the school system. Special factors such as needs assessment and historical background of the district are described as well. CPMP is explained in detail by covering its scope, objectives, personnel required and procedures used to implement the program. Results of the evaluation, which involved pre and post testing of students in the new curriculum compared to control students, led the investigators to conclude that those students in CPMP showed greater growth than controls. On the basis of these results, principals and other administrators felt that such student progress

justified recommending CPMP for adoption in the Aurora Public Schools. An appendix describing the program, student and teacher evaluation instruments is included. (ROF)

ED 085 401

TM 003 342

Pyrzack, Fred

**Subjective Evaluation of the Quality of Standardized Reading - Comprehension Items.**

Spons Agency—National Science Foundation, Washington, D.C.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Content Analysis, Item Analysis, \*Reading Comprehension, \*Reading Tests, \*Standardized Tests, \*Test Reviews

A random group of 49 items was drawn from nine commercially available reading comprehension tests. Each test was classified independently by two judges as either a measure of the ability to find answers to questions answered explicitly or in paraphrase in the passages, a measure of the ability to draw inferences or deductions, or a measure of some "other" skill. Both judges classified a majority of the items as measures of the ability to draw inferences or deductions, and there was a reasonable amount of agreement between the judges in this classification process. The judges also indicated the extent to which they thought seven types of faults were present in each item. One judge found a total of 122 faults in the 49 items; the other judge found 31. The judges were most often in agreement in judging items to be measures of general knowledge rather than measures of the ability to comprehend specific passages. (Author)

ED 085 402

TM 003 343

Klitgaard, Robert E. Hall, George

**Are There Unusually Effective Schools?**

Rand Corp., Santa Monica, Calif.

Report No.—P-4995

Pub Date Apr 73

Note—37p.

Available from—Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, \*Educational Quality, Effective Teaching, \*Evaluation, Multiple Regression Analysis, \*Public Schools

A statistical analysis of data on Michigan, New York City, New York state, and Project Talent schools found evidence of schools that consistently produce outstanding students even after allowance is made for the different initial endowments of their students and for chance variation. Methodologically, like many previous studies, this report uses regression analysis of achievement data, but focuses on statistical outliers rather than central tendencies. Three tools of analysis were used to examine the residuals: (1) Histograms of residuals, showing no immediate evidence of extreme overachievers. (2) Comparisons, over different grades and years, of the number of schools that consistently over-achieved with the number expected assuming all residual variation was random. Evidence of unusually effective schools was found. (3) Comparisons of background characteristics of the hypothesized over-achieving schools with those of the average school. Outstanding Michigan schools tended to have smaller class sizes, more teachers earning over \$11,000, and more teachers with greater than five year's experience. (Author)

ED 085 403

TM 003 344

Dyer, Henry S. Schrader, William B.

**Manual for Analyzing Results of an Educational Experiment (Analysis of Covariance).**

Educational Testing Service, Princeton, N.J.

Pub Date 60

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Analysis of Covariance, Educational Experiments, \*Guides, \*Instructional Materials, \*Manuals, Research Design, Research Methodology, \*Statistical Analysis

The need for analysis of covariance is discussed in the context of present day education. . new approaches to instruction including new methods, curricula, devices and patterns of classroom organization. A problem is then used as an example of a typical experiment and the reader is led step by step through the application, analysis and interpretation of analysis covariance. The explanation and example used attempt to reduce the

complicated procedures to a process that can be handled by anyone with good command of ordinary arithmetic and some understanding of algebra. Worksheets for computing each step of the analysis are included. (RF)

ED 085 404

TM 003 345

Rosen, Pamela, Ed.

**Test Collection Bulletin Vol. 7, No. 2, April 1973.**

Educational Testing Service, Princeton, N.J.

Pub Date Apr 73

Note—18p.

Available from—Test Collection, Educational Testing Service, Princeton, NJ 08540 (Subscription \$2.00, Foreign Readers \$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, Attitude Tests, \*Bulletins, Elementary School Students, Evaluation Techniques, Information Dissemination, Interest Tests, \*Measurement Instruments, Personality Tests, \*Preschool Tests, Testing, Test Reviews, \*Tests

Identifiers—\*Head Start Test Collection

The Test Collection Bulletin is a quarterly digest of information on tests and test related services and activities. Each issue lists acquisitions to the E-T-S-Test Collection, an extensive library of tests, questionnaires, record and report forms and other assessment devices. In this issue are 147 measures of achievement, aptitude, personality and attitudes, sensory-motor skills, and miscellaneous skills. Also included are announcements of tests, test reviews, new references on measurement and evaluation, and a listing of tests no longer available. Some of the tests described are part of the special Head Start Test Collection, which has been established to provide information about instruments for those engaged in research involving young children. Such tests are specifically indicated. (NE)

ED 085 405

TM 003 346

Skager, Rodney W. And Others

**Evaluation of the Los Angeles Alternative School: A Report to the Board of Education of the Los Angeles Unified School District.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date Aug 73

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Alternative Schools, Elementary Schools, Independent Study, \*Open Education, Paraprofessional School Personnel, Parent Reaction, \*Program Evaluation, School Environment, School Organization, School Personnel, Secondary Schools

Identifiers—\*Los Angeles Alternative School

The evaluation of the Los Angeles Alternative School (LAA) was designed to determine whether the school was an alternative school in the sense that it operated under a set of values and related operational principles which differ from those which guide traditional public schools. Anthropological field methods rather than traditional research methodology were used to collect the data. The major findings were: (1) test scores did not reveal any overall shifts in achievement either above or below the level expected on the basis of prior performance. (2) Instruction was characterized by freedom of choice for the student. (3) Most parents planned to re-enroll their children in the school. (4) The primary sources of parental dissatisfaction were a disagreement concerning instructional philosophy and the teaching strategies designed to develop a sense of personal responsibility and independence in the students. (5) Decision-making at the school is extensively democratized. (6) The role of the principal is that of a coordinator or facilitator rather than that of an authority or power figure. Instructional leadership was excluded from the role of the principal. (7) There was no satisfactory method for regularly monitoring student progress or for reporting progress to parents. (8) Competent teaching aides were important to the functioning of the instructional program. (EH)

ED 085 406

TM 003 347

Scanlon, James

**Intellectual Development of Youths As Measured by a Short Form of the Wechsler Intelligence Scale: United States.**

National Center for Health Statistics (DHEW),

Rockville, Md.

Report No.—DHEW-HRA-74-1610

Pub Date Sep 73



Note—50p.; Vital and Health Statistics, Series 11, n128

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (\$0.80)

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Analysis of Variance, \*Intellectual Development, \*Intelligence Differences, \*Intelligence Tests, Sex Differences, Tables (Data), \*Test Results, \*Youth Identifiers—\*Wechsler Intelligence Scale for Children, WISC

This report summarizes the results of the administration of the vocabulary and Block Design subtests of the WISC to a national probability sample of noninstitutionalized youths 12 through 17 years of age. Information is presented on the derivation of percentile equivalents, normalized scale scores, and a short-form estimate of Face Scale Scores. An analysis of variations in raw scores, scales scores and estimates of full scores associated with age, sex, and grade placement is provided. (Author)

ED 085 407 TM 003 348

#### A Report on Two National Samples of Head Start Classes: Some Aspects of Child Development of Participants in Full Year 1967-68 and 1968-69 Programs. Final Report.

Research Triangle Inst., Durham, N.C.

Spons Agency—Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Headstart.

Pub Date Dec 72

Note—220p.

#### EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement Gains, Child Development, \*Classroom Environment, \*Cognitive Development, Compensatory Education Programs, Culturally Disadvantaged, Emotional Development, \*Family Characteristics, Family Environment, Parent Child Relationship, Parent Influence, \*Personality Development, \*Preschool Children, Preschool Evaluation, Program Evaluation, \*Social Development, Identifiers—\*Project Head Start

Some characteristics of children, their families, the programs they attended, and the relationship of these experiences to their development are covered in this national report on the immediate changes associated with participation in full year Head Start programs. Major emphasis was placed on the child's cognitive and social development in the context of the classroom experience. Data was collected through the use of 24 forms, questionnaires and tests. Major findings were: (1) life circumstances associated with family economic status were associated with the child's performance on measures of cognitive development and achievement upon entering a Head Start Program. (2) There were significant overall gains on cognitive development, preacademic readiness, the ability to learn a new task, and achievement motivation. The gains were greater than expected at usual maturational rates. (3) As age increased, achievement motivation increased and adjustment problems decreased. (4) Teacher demographic variables were not related to the progress of the children. (5) Programs did make a difference and the highly structured focused, and well-implemented compensatory programs brought about greater immediate cognitive gains than low structured, diffuse and less well implemented programs. (6) There was substantial variation in cognitive gains among classes and a significant amount of this variation could be predicted from class and teacher-based observation. (EH)

ED 085 408 TM 003 349

Wheaton, George R. And Others

#### Methods for Predicting Job-Ability Requirements: I. Ability Requirements as a Function of Changes in the Characteristics of an Auditory Signal Identification Task.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AIR-31300-9/73-TR

Pub Date Sep 73

Note—55p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Auditory Perception, Factor Analysis, Factor Structure, \*Predictive Ability (Testing), \*Task Analysis, \*Task Performance

The relationship between variations in an auditory signal identification task and consequent changes in the abilities related to identification performance was investigated. Characteristics of the signal identification task were manipulated by varying signal duration and signal-to-noise ratio. Subjects received a battery of reference ability tests and then proceeded to perform the criterion task under the different experimental conditions. To determine the relationship between task characteristics and ability requirements, the reference battery was factor analyzed to identify a reference ability structure. The loadings of the various criterion task conditions on that structure were then estimated. The Auditory Perceptual ability was found most related to criterion task performance and increased in importance as background noise increased and signal duration decreased. Thus, these variations in task conditions produced changes in the degree of involvement but not in the patterning of the abilities required. Implications for predicting task performance are discussed. (Author/EH)

ED 085 409 TM 003 350

#### Klitgaard, Robert E. Hall, George R. A Statistical Search for Unusually Effective Schools.

Rand Corp., Santa Monica, Calif.

Report No—R-1210-CC/RC

Pub Date Mar 73

Note—86p.

Available from—Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

#### Document Not Available from EDRS.

Descriptors—\*Achievement Gains, Comparative Analysis, \*Educational Quality, Effective Teaching, \*Evaluation Methods, Multiple Regression Analysis, Overachievers, \*Public Schools, School Policy Identifiers—Michigan, New York, New York City, Project Talent

A statistical analysis of data on Michigan, New York City, New York State, and Project Talent schools found evidence of schools that consistently produce outstanding students even after allowance is made for the different initial endowments of their students and for chance variation. Methodologically, like many previous studies, this report uses regression analysis of achievement data, but focuses on statistical outliers rather than central tendencies. Three tools of analysis were used to examine the residuals: (1) Histograms of residuals, showing no immediate evidence of extreme overachievers. (2) Comparisons, over different grades and years, of the number of schools that consistently overachieved with the number expected assuming all residual variation was random. Evidence of unusually effective schools was found. (3) Comparisons of background characteristics of the hypothesized overachieving schools with those of the average school. Outstanding Michigan schools tended to have smaller class sizes, more teachers earning over \$11,000, and more teachers with greater than five years' experience. See TM003343 for summary document. (Author)

ED 085 410 TM 003 351

Hushak, Leroy J.

#### The Contribution of School and Non-School Inputs to Student Achievement. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-2-0653

Pub Date Sep 73

Grant—OEG-0-72-1416

Note—65p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Achievement Gains, \*Educational Research, Grade 4, High Achievers, \*Learning Processes, Low Achievers, Parent Child Relationship, Parent Influence, Questionnaires, \*Resource Allocations, School Activities, Schools

The objective of this study is to estimate and analyze the relationship between learning inputs and student achievement. Emphasis is given to separating the impacts of school and non-school learning inputs. Student study time has a positive impact and time watching television a negative impact on learning practical skills such as arithmetic computations and spelling. The impact

on more conceptual language and arithmetic skills is smaller and sometimes reversed. The qualitative aspects of teacher and parent teaching inputs are highly substitutable. Lower achieving students are more dependent on teachers than higher achieving students because they have less educated parents and access to fewer other non-school learning inputs. They attempt to compensate by studying more and obtaining more help from their less educated parents, but the teacher is their primary skilled teaching input. Consequently, schools have a greater marginal impact on lower achieving students. They tend to equalize achievement among all students even when poorer quality resources, in particular teachers, are allocated to lower achieving students. Greater equalization could be obtained by allocating the higher quality school resources to lower achieving students. Parent, student, school and teacher questionnaires appear in the appendix as well as several zero order correlation matrices. (Author)

ED 085 411 TM 003 353

Kuusinen, Jorma Nystedt, Lars

#### Individual Versus Provided Constructs, Cognitive Complexity, and Extremity of Ratings in Person Perception.

Stockholm Univ. (Sweden). Psychological Labs.

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Report No—365

Pub Date Oct 72

Note—12p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Processes, College Students, \*Personality Studies, Personality Theories, \*Personal Values, Rating Scales, \*Role Perception

Identifiers—Cognitive Complexity, Kellys Personal Construct Theory, \*Person Perception

The purpose of this experiment was to investigate the effect of the experimenter and the type of rating scales on indices of cognitive complexity and extremity of ratings. Starting from the notion of implicit theory of personality and Kelly's personal construct theory, it has been assumed that a person's individual constructs would be more meaningful than scales provided by the experimenter in ratings of other people, since the individual constructs best represent those dimensions that a person habitually uses in his interpretations of the social environment. In the present study four indices of cognitive complexity and one index of extremity of ratings were used to test the effects of the meaningfulness of constructs. The results did not support the hypothesis that perceptions of other people are characterized by greater complexity when subjects use their own constructs rather than constructs provided by the experimenter. (Author)

ED 085 412 TM 003 354

#### Evaluation of Adult Basic Education for the United States Office of Education. State ABE Program Administrator Interview Guide. Form SP.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—5p.

Available from—Not available separately; see TM003360

#### Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, Expenditures, \*Interviews, \*Program Evaluation, Questionnaires, \*State Programs, \*State Supervisors

A semi-structured interview guide designed to elicit information concerning efforts to collect and analyze information on the needs for adult basic education (ABE) programs within the state, methods of meeting local needs for ABE, use of the results and products of innovative projects, and state expenditures for ABE. For related documents see TM003360, 55-57, and TM003398. (EH)

ED 085 413 TM 003 355

#### Evaluation of Adult Basic Education for the United States Office of Education. Post-Program Enrollee Interview. Form E2

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—11p.

Available from—Not available separately; see TM003360

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Students, Class Attendance, Educationally Disadvantaged, Effective Teaching, \*Employment Patterns, \*Interviews, Post Testing, Program Attitudes, \*Program Evaluation, Questionnaires, Salaries

This 41-item interview guide is designed for use in a study of the effectiveness of adult basic education (ABE) programs. The interview is administered after completion of the course or termination from the program. The items cover class attendance, teaching methods, teacher effectiveness, personal perception of progress in basic skills, job seeking experiences, the impact of the ABE program on present job or job performance, the respondents present job and salary. For related documents see TM 003 360, 56, 57, and TM 003 398. (EH)

ED 085 414

TM 003 356

Evaluation of Adult Basic Education for the United States Office of Education. ABE Program Administrator Interview. Form F.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—7p.

Available from—Not available separately; see TM003360

Document Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Adult Basic Education, \*Interviews, Program Costs, \*Program Evaluation, Program Improvement, Questionnaires, \*Supervisors

Administrators of adult basic education programs are asked to provide information concerning program administration, funding, program expenditures, staffing, methods for establishing and improving classes, program eligibility requirements, and the adoption of innovative methods and materials. There are 40 items in the interview guide. For related documents see TM003360, 54, 55, 57, and TM003398. (EH)

ED 085 415

TM 003 357

Evaluation of Adult Basic Education for the United States Office of Education. ABE Class Instructor Interview. Form CL.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—8p.

Available from—Not available separately; see TM003360

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Interviews, \*Program Evaluation, Questionnaires, \*Teachers

This 50 item interview is designed to obtain information which can be used in the evaluation of adult basic education (ABE) programs. The questions cover the instructional staff, instructional goals, methods and materials. For related documents see EM 003 360, 3354-56, and TM 003 398. (EH)

ED 085 416

TM 003 358

Tuscher, Leroy J.

An Empirical Study of the Application of Decision Making Model Using Judgement in the Allocation of Resources to Competing Educational Programs. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-C-069

Pub Date Oct 73

Grant—OEG-3-72-0053

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, \*Decision Making, Educational Economics, Educational Finance, Educational Programs, Expenditures, Management Information Systems, Mathematical Models, \*Program Budgeting, Program Costs, \*Program Evaluation, Program Planning, \*Resource Allocations

Identifiers—\*Cost Utility Analysis

The purpose of the study was to provide "baseline" data for determining the feasibility of further investigation into the use of quantitative judgmental data in evaluating school programs for determining program budget allocations. The specific objectives were to: 1) Apply a Cost-Utility Model to a "real world" situation in a public secondary school; 2) Develop a technique for obtaining dollar values which represent program threshold cost; and 3) Measure the judgmental gap—the difference between dollars actually budgeted to competing programs and dollars recommended to be budgeted based on the output generated from the cost-utility analysis. The process of evaluating programs for purposes of resource allocation provided a process for coming to some consensus about the relative worth or value of these educational programs. The Cost-Utility Analysis procedure stimulated the collection of program cost data not previously available to the budget administrator, such a program threshold cost. The discrepancies between the recommended and actual program budget allocations were small enough to justify a more comprehensive application of the program evaluation and budget allocation process. (Author)

ED 085 417

TM 003 359

The Report of the Citizens Commission on Basic Education.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—201p.

Available from—Bureau of Publications, Penna. Dept. of Education, Box 911, Harrisburg, Pa. 17126

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Citizens Councils, Educational Accountability, Educational Administration, \*Educational Finance, \*Educational Improvement, \*Educational Policy, Educational Responsibility, Public Education, School Services, \*State Boards of Education, State Departments of Education

Identifiers—\*Citizens Commission on Basic Education, Pennsylvania

The responsibility of the Citizens Commission was to propose recommendations for the improvement of basic education in Pennsylvania. The Commission's recommendations are an attempt to clearly define the boundaries of the schooling process and to increase the effectiveness of the instructional process within those boundaries. The Commission presented recommendations for reforming curricular practices, the organization for instruction, staffing, management, physical facilities, establishing educational policy, instituting accountability, providing supportive services, and financing education. All of the Commission's recommendations are based on the premise that education should be personalized to meet the needs of the student. (NE)

ED 085 418

TM 003 360

Kent, William P.

A Longitudinal Evaluation of the Adult Basic Education Program.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—220p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement Gains, \*Adult Basic Education, Adult Characteristics, Adult Students, Compensatory Education Programs, \*Educational Benefits, Educational Improvement, \*Educationally Disadvantaged, Employment Patterns, \*Longitudinal Studies, Program Administration, Program Effectiveness, \*Program Evaluation, State Programs, Student Evaluation

Identifiers—\*Adult Education Act of 1966

This study represents the first nationwide evaluation of programs funded under the Adult Education Act. Data were gathered across a variety of adult basic education programs (ABE), and a representative sample of 2300 program participants was studied longitudinally through a series of basic skills tests and interviews covering pre- and post-program income, work experience, educational aspirations, and opinions related to participants in ABE experiences. Information was also collected on program and classroom characteristics to form a basis for assessing the relationship between post-program performance and the kind of experience that enrollees received. This involved interviews with local ABE administrators and instructors regarding program costs, enrollee attendance, staff qualifications, instructional and guidance methods, and administrative procedures. Student evaluations of their ABE experiences and program and class cost data are analyzed. Methodological recommendations for future evaluations of adult basic education programs are discussed. The questionnaires in the study are included in the appendices. For related documents see TM003354-57 and TM003398. (EH)

ED 085 419

TM 003 364

Wilson, Kenneth M.

Characteristics of Freshmen Entering CRC-Member Colleges During the Period 1964-1970: A Summary of Survey Data.

College Research Center, Princeton, N.J.

Pub Date Sep 71

Note—168p.

Available from—Kenneth M. Wilson, College Research Center, Educational Testing Service, Princeton, NJ 08540

Document Not Available from EDRS.

Descriptors—\*College Students, \*Females, \*Freshmen, \*Student Attitudes, \*Student Characteristics, Student Interests, Surveys  
Identifiers—Briarcliff College, \*College Student Questionnaire, Connecticut College, Hollins College, Mount Holyoke, Randolph Macon Women's College, Trinity College, Vassar College, Wheaton College

This report summarizes selected results of a survey of young women entering eight liberal arts colleges between 1964 and 1970. The survey questionnaire, "College Student Questionnaire", solicited information regarding their educational and vocational plans and preferences; career goals; backgrounds; study habits, academic interests; opinions on social, political, and economic issues; and attitudes. The data generated by recurring freshman surveys during a period of dramatic social, economic, and educational change (1964-1970), revealed significant changes in each of the areas mentioned above, as well as differences among the colleges in the characteristics of entering students. (NE)

ED 085 420

TM 003 365

Lovelace, Eugene A.

Effects of Anticipated Form of Testing on Learning. Final Report.

Virginia Univ., Charlottesville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-C-019

Pub Date Aug 73

Grant—OEG-3-72-0033

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Essay Tests, \*Expectation, \*Learning Processes, Measurement Techniques, Objective Tests, \*Recall (Psychological), \*Recognition, \*Testing

This report deals with the effects of an individual's expectations regarding how he will be tested on what he does during learning and what gets stored in memory. It is maintained that essay exams requiring recall are preferable to objective (recognition) tests. There are some bits of empirical evidence as well as some theoretical reasons to believe that recognition and recall memory processes are different; this difference is not only in terms of performance level or mastery of the material which they require, but in terms of what the individual must do to optionally prepare for these two types of tests. A series of nine experiments were conducted; data from this series suggest that in some cases there is only a slight superiority of recall for individual's anticipating the recall task over those expecting a recognition test of memory. (Author/NE)

ED 085 421

TM 003 366

Dragositz, Anna, Ed.

Curriculum Innovations and Evaluation: Proceedings of the Association for Supervision and Curriculum Development Pre-Conference Seminar (Princeton, March 8-9, 1968).

Educational Testing Service, Princeton, N.J.  
Spons Agency—Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, \*Curriculum Development, \*Curriculum Evaluation, \*Evaluation Techniques, Innovation, Inservice Programs, Program Evaluation, \*Program Improvement, Research Design, Test Construction, Testing, Ungraded Primary Programs

This report on curriculum innovation and evaluation contains several sections which deal with procedures for the development of measurement instruments; the uses and limitations of tests; research design and the interpretation of results; a definition of objectives; and the role of evaluation in curriculum innovation. Also included are three examples of curriculum evaluation projects, specifically illustrations of the National Longitudinal Study of Mathematical Ability; in-service teaching programs; and an ungraded primary school. (NE)

ED 085 422

TM 003 398

Evaluation of Adult Basic Education for the United States Office of Education. Initial Enrollee Interview. Form E1.

System Development Corp., Falls Church, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—TM-WD-5743

Pub Date Nov 73

Contract—OEC-0-71-3706

Note—11p.

Available from—Not available separately; see TM003360

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, Adult Characteristics, \*Adult Students, Class Attendance, Educationally Disadvantaged, \*Employment Patterns, \*Interviews, Pretesting, Program Attitudes, \*Program Evaluation, Questionnaires, Salaries

This 33-item interview guide was designed for use in a survey of the effectiveness of adult basic education programs. Questions cover class attendance, initial exposure to the program, reasons for enrolling, recent employment and salary history, program changes considered desirable, educational background, and other demographic variables. For related documents see TM003360, and 3354-57. (EH)

ED 085 423

TM 003 403

Scheirer, Mary Ann

A Study of the Effects of Open Classroom Education on Children's Achievement, Self Concepts and Attitudes.

Pub Date 72

Note—74p.; M.A. Thesis, Dept. of Sociology, SUNY at Bingham

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Affective Behavior, \*Elementary School Students, \*Open Education, \*Self Concept, \*Student Attitudes, Traditional Schools

Identifiers—\*Open Classrooms

This study tested all children (N=1163) in one open classroom school and five "traditional" schools, using Stanford Achievement Tests, the Children's Self Concept Indicator, and the Children's Attitudinal Range Indicator. Data were collected four to five months after the initiation of the open classroom methods, as a preliminary indicator of the effects of these methods. No significant differences in achievement were found between "open" and "traditional" schools, with the effects of intelligence and parental socioeconomic status controlled by covariance methods. Both self concept and attitude toward school were significantly less positive in the "open" school than in the "traditional" schools. These results are viewed as tentative, because of the very limited time elapsed between the introduction of open education and the collection of the data. The self concept and attitudinal measures have been omitted from the Appendix. (Author/NE)

## UD

ED 085 424

UD 012 018

Title I ESEA Selecting Target Areas: Handbook for Local Title I Officials.

Office of Education (DHEW), Washington, D.C.  
Report No.—DHEW(OE)-72-138

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Guides, Census Figures, \*City Officials, Compensatory Education Programs, Educational Administration, Federal Aid, Federal Programs, Financial Support, Guidelines, Low Income, \*Program Proposals, \*Project Applications, Site Selection Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I Programs

This handbook is designed to help school officials interpret the Title I, 1965 Elementary Secondary Education Act regulations affecting the selection of target areas and to apply them in a manner most appropriate to their particular circumstances. It should help officials designate eligible attendance areas and select project areas, using the best available data. The handbook can serve both as a reference guide and as a step-by-step guide to selecting target areas. For the 1971-72 school year, the handbook should be particularly helpful in refining the use of data sources used in previous years. The section that tells how to translate data to attendance areas and then how to compare attendance areas is especially useful. For the 1972-73 school year, the handbook will serve the additional function of explaining the geography and use of the 1970 census data. For the purposes of this handbook, an eligible attendance area is defined as an attendance area which meets the legal requirements of having a high concentration of children from low income families. A project area is an eligible attendance area that has been chosen by the local educational agency to be a participating area for the Title I program. Target area is a term frequently used to refer collectively to eligible attendance areas and project areas. (Author/JM)

ED 085 425

UD 013 807

Ogletree, Earl J.

Why is the Socially Disadvantaged Child Retarded? A Rationale and New Concept of Human Development.

Pub Date [73]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Cognitive Development, Disadvantaged Environment, \*Disadvantaged Youth, Early Childhood Education, \*Early Experience, Economically Disadvantaged, \*Educational Retardation, Enrichment Experience, Growth Patterns, \*Human Development, Physical Development, Progressive Retardation, Self Actualization, \*Socially Disadvantaged

Volumes have been written on the socially disadvantaged. Two theories related to the disadvantaged have evolved: the first is the "deprivation theory" which stresses the importance of an enriched environment, during the early years, on the cognitive and emotional development of the child; the second is "the cumulative intellectual deficit theory," which points out that the child's emotional and intellectual deficit increases as he passes from grade to grade. No one has been able to fully explain the cause for and process of the diminishing organismic development of the disadvantaged child from a restricted, impoverished environment. The author attempted to provide such a rationale as to the "how" and "why" of the resulting influence of deprivation by means of a theory of human development which included the new concept of bioplasmic forces, etheric or growth forces on which Russian scientists and others have been doing research since 1939. Prior to this, a theoretical foundation in child development was established and normal growth patterns were examined. The author attempted to explicate the stages in child growth by means of the concept of controlled-movement over locomotive, speech and cognitive development. (Author/JM)

ED 085 426

UD 013 810

Crain, Robert L., Ed.

Southern Schools: An Evaluation of the Effects of the Emergency School Assistance Program and of School Desegregation. Volume I.

National Opinion Research Center, Chicago, Ill.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—NORC-R-124A

Pub Date Oct 73

Contract—OEC-0-72-0557

Note—349p.; Volume II of the evaluation report bears accession number UD 013 811

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Ability Grouping, Academic Achievement, Administrator Attitudes, Classroom Integration, Control Groups, Data Analysis, Experimental Groups, Federal Aid, \*Federal Programs, \*Integration Effects, Negro Youth, Resource Allocations, \*School Integration, \*Southern Schools, Student Attitudes, Teacher Attitudes

Identifiers—\*Emergency School Assistance Program, ESAP

This evaluation sampled 150 pairs of schools (50 pairs of high schools and 100 pairs of elementary schools) eligible for ESAP funds, randomly designating one school from each pair as a control school to receive no ESAP funds and using a flip of the coin to so designate. The first volume of the report comprises four chapters and seven appendices. Chapter 1 has as main purposes (i) to describe the study in terms of experimental design, sampling, data collection, analysis method, and overall logic of analysis, and (ii) to determine how ESAP funds were translated into activities undertaken by each school. Chapters 2 and 3 report the evaluation results—Chapter 2 studying ESAP's impact on student attitudes toward integration, and Chapter 3, ESAP's effect on student achievement. Chapter 4 briefly states the conclusions of the study and their implications for policy recommendations. The first 3 appendices (A, B, and C) are analyses of the material in Chapters 1-3. Appendix D is an analysis of the achievement test used, E describes the scales constructed, and F the sample. Appendix G presents intercorrelations among the program variables. The main finding of the study was that black male students in the experimental schools had achievement scores one-half grade level higher than those in the control schools. Among the recommendations were: that programs like the ESAP should be maintained, federal pressure to eliminate classroom segregation should be maintained, and federal policy regarding achievement grouping should be more flexible. [Some of the tabular materials are not clearly legible due to the print quality in the original.] (Author/RJ)

ED 085 427

UD 013 811

Crain, Robert L.

Southern Schools: An Evaluation of the Effects of the Emergency School Assistance Program and of School Desegregation. Volume II.

National Opinion Research Center, Chicago, Ill.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—NORC-R-124B

Pub Date Oct 73

Contract—OEC-0-72-0557

Note—222p.; Volume I of the evaluation report bears accession number UD 013 810

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Bus Transportation, Federal Aid, \*Federal Programs, \*Integration Effects, Negro Achievement, Negro Attitudes, Racial Differences, Resource Allocations, \*School Integration, Self Concept, \*Southern Schools, Student Attitudes, Teacher Attitudes, Transfer Programs

Identifiers—\*Emergency School Assistance Program, ESAP

Volume 2 of the evaluation report of the effects of ESAP comprises 5 working papers resulting from the evaluators' decision to explore the variety of research problems relevant to desegregation and policy making that they met with during the evaluation process. The first two papers deal with race relations in desegregated Southern schools: the first paper treats the students' sense of belonging by looking at both black and white students who say "I really don't belong in this school"; the second working paper asks whether the school can induce teachers to change the way they react to desegregation. The third working paper speaks to two questions raised by the Coleman report: how big is the effect of the school on student achievement test performance? and, is a student's achievement af-



fects by the social status of the students in the school? The fourth paper demonstrates that the racial composition of the Southern schools does not affect black achievement in any manner. The last paper is an effort to find some "scientific way" to look at the present furor over busing. In summary, it is contended that while desegregation does not seem to harm white achievement, it does little to raise black achievement. However, it is held that the most reassuring note is that teachers in desegregated schools can be influenced to accept desegregation and to make their black students welcome. (Author/RJ)

**ED 085 428** UD 013 901  
Katz, William A.

**The Poor: A Problem of Priority. An Interview with Dr. Doxey A. Wilkerson. Equal Opportunity Review, March 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Mar 73

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—African American Studies, Disadvantaged Youth, Dropout Rate, "Economically Disadvantaged," Educational Change, "Educational Opportunities, Educational Retardation, \*Effective Teaching, Equal Education, Mental Retardation, \*Minority Group Children, Negro Education, Teacher Education, Teacher Role, \*Urban Education

This is the first issue of the "Equal Opportunity Review." The purpose of the publication is to provide opinion and information to educators and laymen interested in furthering equal educational opportunities in our society. To inaugurate this series, Dr. Doxey A. Wilkerson, an eminent educator and advocate of equal educational opportunity for several decades, was interviewed. Dr. Wilkerson is Professor of Education at the Ferkau Graduate School of Yeshiva University. He was a professor in several black colleges and universities for many years and is now involved mainly in the preparation of teachers for effectively working with children of the poor. The interview includes discussions of the following questions: Which of a complex of influences in-school and out-of-school contributing to the widespread retardation and high dropout rates among children of the poor are most critical? If teachers would only teach, would disadvantaged children learn effectively? Within the context of a school system whose priorities are wrong and whose administration is at fault in this, what can we expect of a teacher? What changes are of special importance in improving the quality of education for children of the poor? What role should black and Hispanic studies play in the education of children in our city? (Author/JM)

**ED 085 429** UD 013 902

Katz, William A.

**The State of Black Studies in U.S. Schools Today: An Interview with Professor LaMar P. Miller. Equal Opportunity Review, April 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Apr 73

Note—2p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*African American Studies, College Curriculum, Cultural Pluralism, \*Curriculum Development, Educational Programs, \*Elementary Education, Negro Culture, Negro Education, Negro History, Negro Students, Program Development, \*Secondary Education, \*Teacher Education, Teacher Recruitment

Professor LaMar P. Miller, Educational and Research Director of the Institute of Afro-American Affairs at New York University, has written numerous articles on the subject of Black Studies, and is currently teaching courses on material and strategies related to using the Afro-American experience in the classroom. William A. Katz, General Editor of the "Equal Opportunity Review," interviewed him recently on the current

state of the subject in schools. The interview included discussions of the following questions: What is the same and what has changed recently in teaching Black Studies? Has teacher recruitment altered recently? What are schools doing today? How many schools seem to be making an effort to convey multi-ethnicity? What are some signs of progress in schools and universities? And what remains to be done? (Author/JM)

**ED 085 430** UD 013 903

Katz, William A.

**The Strengths of Black Families, by Robert A. Hill; A Review. Equal Opportunity Review, May 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date May 73

Note—3p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement Need, Adoption, Census Figures, Economically Disadvantaged, \*Family (Sociological Unit), Family Influence, \*Family Resources, \*Family Role, Low Income, National Surveys, \*Negro Institutions, Religious Factors, Role Perception, \*Sociology, Work Attitudes

Dr. Robert B. Hill's "The Strengths of Black Families" (New York: Emerson Hall Publishers, 1972, 76pp.), which includes a preface by Vernon E. Jordan, Jr., Executive Director of the Urban League, and a foreword by Andrew Billingsley, is reviewed. Dr. Hill begins by identifying five family strengths, which for blacks constitute "adaptations necessary for survival and advancement in a hostile environment." The strengths are not different from those cultivated by some white families. The first major strength of poor black families is strong kinship bonds. The second strength is a strong work orientation. The third strength is adaptability of family roles, a response to economic necessities on the part of black, low-income families. A fourth strength of the black poor is their high achievement orientation. The fifth major source of black family strength is religious orientation. In his conclusions, Dr. Hill asserts that an examination of black family strengths could assist in understanding their weaknesses, and could thereby lead to a proper program for aiding blacks in America today. (Author/JM)

**ED 085 431** UD 013 904

Katz, William A.

**Minorities in American History Textbooks. Equal Opportunity Review, June 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Jun 73

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—American History, American Indians, Females, \*History Textbooks, Immigrants, \*Minority Groups, Negro History, Racial Discrimination, Secondary Education, Sex Discrimination, \*Textbook Bias, Textbook Content, \*Textbook Evaluation, Textbook Research, \*United States History

Studies have shown that textbooks have treated the black person as invisible or as a problem and generally have failed to note that bigotry has been a fundamental American attitude since the arrival of Columbus. One might have thought that by 1973 publishing houses would have eliminated the need for this type of criticism, but this is not the case. The Michigan Department of Education has reported on a study of 75 texts used in its secondary schools, and the results are chilling. To insure accuracy and balance the educators selected three reviewers for each text, carefully trying to mix professional historians, classroom teachers, professors of education and district social studies personnel. The reviewers were asked to rate their one or two assigned texts on the basis of accurate presentation of minorities. The two-volume report, constituting the most thorough study of its kind, focused not only on

the black role but on that of other minorities, and some reviewers included women in their evaluations. The 46 experts were asked to evaluate the texts on a scale of "Very Good," "Good," "Fair," or "Poor." Of the 75 texts only eight received "Very Good" as a rating, 15 were rated "Good," 31 were rated "Fair," and 21 were rated "Poor." Thirty-one per cent of the ratings were on the positive side; 69 per cent on the negative side. (Author/JM)

**ED 085 432** UD 013 905

Sobel, Morton J.

**What's Really Blocking School Desegregation? Equal Opportunity Review, July 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Jul 73

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Compensatory Education, \*Educational Opportunities, Equal Education, Ethnic Relations, Federal Government, Integration Litigation, Integration Methods, \*Law Enforcement, Local Government, \*Public Policy, Racism, \*School Integration, State Government, \*Supreme Court Litigation, Teacher Militancy

There is little question that the primary element regarding school desegregation is the latent and overt racism pervading American society. Perhaps it is unrealistic to suggest that the school, the transmission belt of American mores from one generation to the next, is likely to intervene in the already existing pattern. Moreover, statements and actions of the national administration do not always serve the cause of equality of educational opportunity. However when there is no commitment at the local level, it is unreasonable to expect that something will happen at the national level. Another deterrent to racial integration is a growing resistance from many white ethnic groups to recent social and educational gains by blacks and other socially visible minorities. While it may not be an exact parallel, the reactions of the more militant and dissatisfied elements of minority communities may also be serving as a deterrent to desegregation. One of the more covert deterrents is the developing pattern of teacher organization and teacher militancy. The equating of compensatory education with desegregation of schools exemplifies a critical kind of racism prevalent in our society. The process of integration, moreover, has failed to receive full attention once black and white children are together in the classroom. (Author/JM)

**ED 085 433** UD 013 906

Masley, Doris Y.

**The Nursing Profession and the Urban Poor. NCRIEO TipSheet, Number 11, April 1973.**

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Apr 73

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cultural Factors, \*Economically Disadvantaged, Economic Disadvantage, Health Education, Health Facilities, Medical Education, \*Medical Services, Nurses, \*Nursing, Perception, Poverty Research, \*Research Needs, Social Change, Teacher Nurses, \*Urban Population

The paucity of research and writings about nursing and the urban poor seems to indicate that the nursing profession has not yet analyzed and evaluated itself in this regard. If so, the nursing leadership has accepted its share of the challenge to improve the capabilities of practitioners who work with the poor without having assessed the effectiveness of its practitioners or its curriculum in the delivery of health care to the poor. There are some direct clues in the writings of non-nurses that nurses' perceptions of urban poverty should be further studied. No studies were located, for example, which examined the perceptions of associate degree nurses regarding the life situations of the urban poor population, although

there are several reasons why it would be an appropriate topic to study. Those left out of the mainstream of society have developed adaptations of values. Attention to such life styles should tell a good deal about how and why certain groups are excluded from the mainstream and are unable to obtain adequate services. These insights can guide officials and planners to see that education, health, and social service techniques and delivery modes must be restructured if they are to be equally available to the disadvantaged poor. (Author/JM)

ED 085 434

UD 013 907

Lachat, Mary Ann

School Environments and Student Racial Attitudes. NCRIEO TipSheet, Number 12, May 1973.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date May 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Changing Attitudes, \*High Schools, \*Integration Effects, Integration Studies, Negro Students, Race Relations, \*Racial Attitudes, Racial Integration, School Community Relationship, \*School Integration, School Surveys, Social Influences, \*Student Attitudes

During the 1971-72 academic school year, a study was conducted which described and compared the attitudes of white high school seniors toward black Americans in three suburban high schools. These schools varied in terms of the possible interaction between black and white students as reflected in each school's racial composition, grouping procedures, and curricular options. The study compares the attitudes of high school seniors in an all white high school with those of seniors in two racially mixed high schools. It was hoped that the study would provide some insights about the effect of intergroup contact on attitudes. However, the study also examines the implications of findings which maintain that contact alone may not break down the stereotypes between the two groups if the contact occurs in situations where status distinctions are maintained. The study thus makes a distinction between an integrated setting which seeks to facilitate the positive interaction of a racially mixed student body, and a desegregated setting which is not characterized by practices aimed at fostering interaction. The attitudinal data strongly support the possibility that the efforts of the integrated district to provide a highly positive environment for black and white students had a positive effect on their attitudinal responses. (Author/JM)

ED 085 435

UD 013 908

Record, Wilson

The Black Studies Movement in Higher Education. The NCRIEO Newsletter, Volume 3, Number 4, March 1973.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date Mar 73

Note—16p.; Reprint of "Some Implications of the Black Studies Movement for Higher Education in the 1970's" Journal of Higher Education, v44

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Attitudes, \*African American Studies, College Curriculum, College Programs, \*College Teachers, Curriculum Development, Educational Administration, Educational Change, Ethnic Studies, \*Higher Education, Race Relations, Research Problems, Social Sciences, \*Sociology, Universities

For five years colleges and universities have encountered the black studies movement; they will never be quite the same again. The phrase "black studies" is used to refer to those programs and departments which may have different designations but are highly similar in content to black studies: Afro-American studies, race and ethnic

studies, African and Afro-American studies, and possibly other variants. Directly and deeply affected have been white sociologists whose expertise is in the field of race and ethnic relations. For them the experience with black studies has been at once puzzling and painful. Both their professional competence and their personal motives have been publicly questioned. During the past year the author has visited more than 50 campuses around the country and has conducted interviews with 150 white sociologists who, like him, have invested much time and much of themselves in the systematic exploration of race relations. In addition, more than 40 directors or associate directors of black studies programs and a smaller number of other social scientists were interviewed. The data gathered is used here as a starting point for an examination of some of the implications of black studies for higher education in the 1970's, focusing on their significance for administration, teaching, and research. (Author/JM)

ED 085 436

UD 013 909

Pettigrew, Thomas F.

Another Look at the "Evidence on Busing." NCRIEO Newsletter, Volume 3, Number 5, May 1973.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date May 73

Note—20p.; Slightly revised version of an article which first appeared in "Public Interest," n30 W 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bus Transportation, Educational Policy, \*Integration Effects, \*Integration Methods, Integration Plans, \*Integration Studies, Policy Formation, Public Policy, Racial Integration, Research Problems, Research Utilization, \*School Integration, Student Transportation, Transfer Programs

Dr. David Armor introduced his paper on "busing" of pupils as busing became the political battleground of American race relations. The paper includes brief descriptions of studies of school desegregation programs in the states of Connecticut, New York, Michigan, and California, together with a more extensive coverage of his own research on a voluntary desegregation program in metropolitan Boston called METCO. He reports few positive effects, and concludes that "massive mandatory busing for purposes of improving student achievement and interracial harmony is not effective and should not be adopted at this time." This critique of Armor's paper makes such points as: Unrealistic standards for judging the effects of "busing" were used. The selection of studies was biased and incomplete. The critical distinction between desegregation was ignored. Biased and incomplete descriptions were provided of the few studies discussed. The use of white control groups was inadequate and often misleading. The METCO research had serious weaknesses. The achievement effects of "busing" were more complex and positive than reported. Shifts in aspiration and "academic self-image" during desegregation are positive in meaning. Shifts in racial attitudes during desegregation were exaggerated and interpreted too narrowly. (Author/JM)

ED 085 437

UD 013 914

Massarik, Fred

"Low Income"—Levels in the Jewish Population; The "Jewish Poor" in Los Angeles. A Summary of Findings.

Jewish Federation - Council of Greater Los Angeles, Calif. Research Service Bureau.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Census Figures, \*Economically Disadvantaged, Economic Disadvantage, \*Family Resources, Family Status, Income, \*Jews, Low Income, Poverty Research, Residential Patterns, Socioeconomic Status, Surveys, \*Urban Population

Identifiers—\*California, Los Angeles

The concept "Jewish Poor" is defined simply as Jewish households (viz. households containing one or more persons defined as Jewish) whose

total household cash income (1969, comparable to U.S. Census) was under 4000 dollars. The data were obtained from four sources: (1) analysis of "Jewish Poor" drawn from Los Angeles phase of National Jewish Population Study; (2) geographic analysis of Jewish Federation Council Passover List containing presumably low-income Jewish households, and geographic re-analysis of American Jewish Committee raw data of public aid recipients; (3) qualitative insights obtained by volunteer Beverly-Fairfax, California neighborhood survey and by earlier Menorah Housing Study street interviews; and, (4) U.S. Census data for selected areas. It is estimated that the number of Jewish poor persons in Los Angeles is slightly above 55,000. These Jewish poor reside in 30,000 households; institutional population is not separately considered in this study. In general, the Jewish poor reside in the older areas of the Jewish population settlement in Los Angeles. About one-half of Jewish poor households are located in such neighborhoods. But the remainder are scattered widely throughout the City and County. In large measure, the Jewish poor are "old-time" settlers of Los Angeles. (Author/JM)

ED 085 438

UD 013 915

Carr, Maxine Manning, Patricia

An Assessment of the Effects of a Simulation Game on Individual's Attitudes Toward Inner-City Low Socio-Economic Life Styles; A Practicum.

Pub Date 12 Jun 73

Note—60p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Fla., 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Changing Attitudes, \*Classroom Games, College Students, \*Education Majors, Inner City, Low Income, Racial Attitudes, Semantic Differential, \*Simulation, Social Attitudes, Socioeconomic Status, \*Urban Culture, Urban Population

Identifiers—Florida

This experiment investigated two problems: Can attitudes be affected as a result of simulation games in a classroom setting? Can these attitudinal changes, or lack thereof, be statistically assessed. The two purposes of the study were: (1) Exposure and involvement of under-graduate education students to basic options and decisions presented to inner-city ghetto residents; and, (2) Utilization of research data as a guide line for recommendations affecting pre-service and in-service curriculums offered by the College of Education. The experimental and control groups were randomly selected from three classes of undergraduate education majors enrolled in Human Growth and Development at Florida Technological University. Both the experimental and control groups comprised 20 students. The experimental group was involved in the "Ghetto Game." The control group was given lectures on socioeconomic variables as determinants of basic life styles. Following the post-game discussion the experimental group was given the semantic differential. The control group received the semantic differential following their lectures. The subjects were provided with a concept to be differentiated and a set of bipolar adjective scales against which to do it. The subject indicated for each item the direction of his association and its intensity on a seven-step scale. (Author/JM)

ED 085 439

UD 013 921

Holzman, Seymour Boes, Shirley

Compensatory Education: What Works to Help Disadvantaged Pupils. Education U.S.A. Special Report Series.

National School Public Relations Association, Arlington, Va.

Pub Date 73

Note—67p.

Available from—National School Public Relations Assoc., 1801 N. Moore St., Arlington, VA 22209 (Stock No. 411-13447, \$4.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Compensatory Education, \*Compensatory Education Programs, Disadvantaged Youth, Federal Aid, \*Federal Legislation, \*Federal Programs, \*Program Evaluation, \*Success Factors

Identifiers—Elementary Secondary Education Act, ESEA Title III Programs, ESEA Title I Programs, ESEA Title VII Programs, Follow Through Programs, Head Start, Indian Education Act, Right to Read Program

The contents of this report are organized in five parts, as follows. Part One, "Title I: The Cornerstone of Compensatory Education," is a discussion of Title I of the 1965 Elementary Secondary Education Act (PL 89-10): its purpose, the scope of Title I programs, the selection of target areas, aid to nonpublic school children, the requirement of parent involvement by law, and comparability as a source of confusion. Part Two, "Eight Approaches to Compensatory Education," discusses Head Start, Follow Through, postsecondary education programs, Title III E.S.E.A., Title VII E.S.E.A., Title I Special Migrant Programs, Indian Education Act, and the Right to Read program. Part Three, "What Works?" discusses the traits of successful programs, and describes exemplary programs which indicate some of the factors that contribute to success in children's achievement. These include five programs that were studied by American Institutes for Research in the Behavioral Sciences, Palo Alto, California. Part Four, "Crystal-Ball Gazing," predicts the course and direction of future federal compensatory education efforts. Part Five, an "Appendix," lists 1973 Ed Fair Programs, National Advisory Council on Education of Disadvantaged Children recommendations for legislation on compensatory education, and 1973 recommendations from Title III Advisory Council. (JM)

ED 085 440 UD 013 927

Yates, J. Frank. And Others  
Some Approaches to Black Academic Achievement in White Universities.

Pub Date Aug 73

Note—59p.; Paper presented at the National Convention of the Association of Black Psychologists in Detroit, Mich., August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Ancillary Services, \*College Integration, College Students, Higher Education, \*Mexican Americans, Negro Education, \*Negro Students, Problem Solving, Psychological Needs, Psychological Services, \*Student Needs, \*Student Personnel Services, Universities

Identifiers—Michigan

This paper reports several activities of the Coalition for the Use of Learning Skills (CULS), an academic supportive services program directed to the needs of black and Chicano students at the University of Michigan. The CULS approach assumes that, in order to meet the demands of quality education for black students, the University must be prepared to do certain things it never did previously and to modify some of the things it has always done. The University, from this perspective, is seen as an instrument for the service of the black community (just as it is for its white constituencies). Practically any aspect of black student life is fair game for the attention of CULS if it has direct or indirect connections with the stated goals. The focus is thus upon relatively unique approaches to solving problems experienced universally by black students at large predominantly white institutions. The accounts include analyses of problem situations, rationales for methods, descriptions of techniques, and indicators of their success or failure. The hypotheses and conclusions about fundamental psychological issues underlying black higher education are based on incidental and systematic observations of the program's activities as well as controlled experiments and surveys of students. [Because of the quality of the original text, some pages in the document are not clearly legible.] (Author/JM)

ED 085 441 UD 013 931

Studies in Public Welfare. Paper No. 12 (Part I): The Family, Poverty, and Welfare Programs; Factors Influencing Family Instability. A Volume of Studies Prepared for the Use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States.

Joint Economic Committee, Washington, D.C.

Pub Date 4 Nov 73

Note—184p.; Joint Economic Committee Print, Ninety-third Congress, First Session

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. S270-0240, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Black Community, Child Welfare, Economically Disadvantaged, Economic Disad-

vantage, Family Counseling, Family Resources, \*Family Structure, Illegitimate Births, Living Standards, \*Marital Instability, Parent Responsibility, \*Poverty Research, \*Public Policy, Welfare Problems, \*Welfare Recipients

Contents of this volume of studies analyzing the causes of the alarming growth in illegitimacy, families lacking a father, and welfare caseloads, include the following studies: "The Family, Poverty, and Welfare Programs: An Introductory Essay on Problems of Analysis and Policy," Robert I. Lerman; "The Impact of Welfare Payment Levels on Family Stability," Marjorie Honig; "Income Supplements and the American Family," Phillips Cutright and John Scanlon; "Illegitimacy and Income Supplements," Phillips Cutright; "Participation in the Aid to Families with Dependent Children Program (AFDC)," Barbara Boland; "Treatment of Families Under Income Transfer Programs," Irene Cox; "Poverty, Living Standards, and Family Well-Being," Lee Rainwater; "Child Welfare, Parental Responsibility, and the State," Harry D. Krause; "The Concept of Family in the Poor Black Community," Carol B. Stack and Herbert Semmel; "Black Family Structure: Myths and Realities," Andrew Billingsley; and, "Family and Community Life in the Working Class," Marc Fried and Ellen Fitzgerald. (JM)

ED 085 442 UD 013 932

Youth Action to Improve Housing: A Demonstration in Maintenance Training in the District of Columbia.

Nellum (A.L.) and Associates, Washington, D.C. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Economically Disadvantaged, Employment Programs, Federal Programs, High School Students, \*Job Training, Low Rent Housing, \*Maintenance, Negro Youth, Program Evaluation, \*Public Housing, Urban Youth, \*Youth Employment, Youth Programs

Identifiers—\*District of Columbia

In June, 1969, the Government of the District of Columbia sought and was awarded a grant by the Department of Housing and Urban Development, under Section 314 of the Housing Act of 1954, as amended, to train 25 public housing youths in five maintenance skills: painting, window glazing, landscaping, screening, and carpentry. In addition to being taught one or more of these skills, the trainees were to receive some instruction in property management. They were also to be given some personal and academic counseling. The broad objectives of the 314 demonstration project were two-fold: to improve the condition of public housing units by helping to reduce a large backlog of needed repairs; and to instill a sense of responsibility and pride in the trainees while providing them with skills to enter the job market. Of the original 25 trainees, 18 remained with the program for the full 14 months. Numerous maintenance repairs were accomplished at the public housing sites. There were unmistakable signs that the trainees developed self-confidence and a sense of social worth as a result of the project. All trainees either returned to or continued in high school for the duration of the training program, despite the fact that several had previously dropped out of school or were on the verge of dropping out. (Author/JM)

ED 085 443 UD 013 933

Nutrition Education—1973. Part 7—School Nutrition Education Programs. Hearings Held Pittsburgh, Pa., May 25, 1973. Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-third Congress, First Session.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 25 May 73

Note—68p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. S270-00237, \$0.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Development, Dental Schools, Dietetics, Educational Finance, \*Elementary Education, Food Standards, Health, Health Education, Medical Education, \*Medical Schools, Nutrition, \*Nutrition Instruction, Program Development, \*Secondary Education Identifiers—Pennsylvania

The following witnesses testified before the hearings of the Select Committee on Nutrition and Human Needs: Mrs. G. Marsh, area consultant, Division of Food and Nutrition Services, Pennsylvania Department of Education; Mrs. G. Chegwidden, director, School Food Service, Franklin Regional School District, Murrysville, Pa.; Mr. S. Lympy, senior student, Franklin Regional High School; Miss C. Murray, sixth grade student, Sloan Elementary, Franklin Regional School District, Murrysville, Pa.; Mrs. K. D. Schaum, registered dietitian, assistant professor nutrition, Indiana University of Pennsylvania; Miss J. Gray, sophomore, food and nutrition major, Indiana University of Pennsylvania; Dr. S. Schultz, University of Pittsburgh School of Medicine, Pittsburgh, Pa.; Mr. R. I. Leberman, third year student, Temple University School of Medicine, Philadelphia, Pa.; Dr. D. S. Thompson, director of community medicine, Department of Obstetrics and Gynecology, Magee-Women's Hospital; Mrs. D. Kolodner, nutrition consultant, Ob-Gyn Medical Care Center, Magee-Women's Hospital, Pittsburgh, Pa.; and Dr. M. Theiner, assistant professor, Department of Biochemistry, School of Dental Medicine. Appended materials include statements from M. A. Scialappa on "Status of nutrition education in nursing and allied health professions" and M. F. Gloninger on "Need for nutrition education in medical and dental schools." [Parts of this document may not be clearly legible due to the size of the print in the original.] (JM)

ED 085 444 UD 013 942

Eckstein, Max A. Noah, Harold J.

Metropolitanism and Education: Teachers and Schools in Amsterdam, London, Paris and New York.

Columbia Univ., New York, N.Y. Inst. of Philosophy and Politics of Education.

Pub Date 73

Note—51p.; Occasional Paper Number 1 Available from—Inst. of Philosophy & Politics of Education, Teachers College, Columbia Univ., Box 211, New York, N.Y. 10027 (Price not quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Education, \*Cross Cultural Studies, Educational Administration, \*Metropolitan Areas, National Norms, School Organization, School Systems, Success Factors, \*Teacher Characteristics, Teacher Militancy, \*Urban Education

Identifiers—Amsterdam, France, London, Netherlands, New York City, Paris, United Kingdom

The twin rationales for this study are: (1) that the educational implications of metropolitan conditions deserve further study; and (2) that these implications transcend national boundaries. The study focuses on two facets of metropolitan school systems located in four metropolises: the characteristics of teachers and the patterns of perceived success of the respective school systems. In an attempt to use some sub-national unit, this study considers selected elements of the educational systems of Amsterdam, London, Paris, and New York City. It is hypothesized that in both respects, the four cities not only differ from the norms of their respective national settings but they differ in the same direction from nation to nation. It is predicted that both metropolitan teachers and what is termed the perceived success of their school systems are marked by features peculiar to the metropolitan setting: its heterogeneity, mobility, concentration of expertise, and so on. The purpose of this study is, however, not limited to identifying similarities and differences within and across countries. Explanations of findings are suggested, by considering why certain differences between metropolitan and national norms are less marked in some countries than in others, and why the differences are sometimes in unexpected directions, or inconsistent. (Author/JM)

ED 085 445 UD 013 943

Cordasco, Francesco And Others

The Equality of Educational Opportunity: A Bibliography of Selected References.

Pub Date 73



Note—143p.

Available from—Littlefield, Adams & Co., 81 Adams Street, Totowa, N.J. 07512 (\$3.50)  
 Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Delinquency, Disadvantaged Youth, Dropouts, \*Educational Change, \*Educational Opportunities, Educational Programs, \*Equal Education, \*Minority Group Children, Puerto Ricans, School Community Relationship, School Integration, Student Characteristics, Teacher Education, Urban Schools

This document is primarily a bibliography of titles selected from that vast literature spawned in the 1960s (and extending into the next decade) which deals with the American Schools and the children of the poor; with the so called "minority child" (blacks, Puerto Ricans, Mexican-Americans, Indians, the "Appalachian Poor," ethnics, and migrants); with the surging restiveness of community involvements; the desegregation of urban schools; with multifarious educational experiments and failing innovative designs; and with the twin themes of alienation and disaffection. The bibliography's entries have been arranged under five main categories: Role of the School; Dropouts and Delinquency; Characteristics of the Disadvantaged Student; Teachers and Teacher Education; and Programs and Materials. Where appropriate, some annotation is affixed to the titles, and the register of titles is prefaced with a brief bibliographical essay which sketches the socio-economic and political contexts which made educational history an integral part of the greater societal matrix. A long essay is also provided which puts into focus the quest for the equality of educational opportunity, furnishing a framework into which the basic data have been set and the historical parameters defined; and includes a profile of the Puerto Rican community's struggle for equal education. (Author/JM)

ED 085 446 UD 013 944

Rodriguez, Jerry W.

**The Emergency School Assistance Program: Its Impact on Selected Public School Districts.**  
 Mississippi State Advisory Committee to the Cabinet Committee on Education, Jackson.

Pub Date Aug 73

Note—101p. Abstract of an Ed.D. Dissertation, Univ. of Southern Mississippi, 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Administrator Attitudes, Curriculum Development, Disadvantaged Youth, Educational Administration, Educationally Disadvantaged, \*Educational Programs, Federal Programs, \*Program Evaluation, Public Schools, Race Relations, School Districts, State Surveys, \*Teacher Attitudes, Teacher Education  
 Identifiers—Emergency School Assistance Act Programs, ESAP, \*Mississippi

The purpose of this study was to determine what impact the Emergency School Assistance Program has had on selected public school districts in the State of Mississippi, as perceived by project directors, principals, and teachers. The investigator developed and pretested a 40 item questionnaire. Random sampling procedures were used to obtain 400 subjects, to whom the questionnaire was mailed. Respondents, numbering 260, or 65 percent, returned questionnaires. The final subjects included 28 project directors, 72 principals, and 160 teachers. Approximately 70 percent of the respondents reported that program funds had a some/large effect in providing additional facilities, personnel, and teacher training. Most of the participants reported that the extent to which program money induced educational effectiveness was some/large. Almost 80 percent of the project directors indicated a some/large effect of program activities on educationally disadvantaged students, while 74 percent of teachers, and 72 percent of the principals exhibited the same opinion. Eighty-four percent of the directors and two-thirds of the teachers and principals perceived the effect of the program on interracial experiences to be some/large. The bulk (over four million dollars) of the almost 6.5 million dollars in program grants went into two activities—curriculum revision and teacher training. (Author/JM)

ED 085 447 UD 013 952

Gittell, Marilyn And Others

**School Boards and School Policy: An Evaluation of Decentralization in New York City.** Praeger Special Studies in U.S. Economic, Social, and Political Issues.

City Univ. of New York, Flushing, N.Y. Inst. for Community Studies.

Pub Date 73

Note—180p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$14.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, \*Board of Education Policy, Boards of Education, \*Community Control, Community Involvement, \*Decentralization, Educational Administration, \*Educational Policy, Policy Formation, Political Issues, Public Policy, Research Methodology, School Community Relationship, School District Autonomy  
 Identifiers—\*New York City

This study is focused on policy: How did the school decentralization law affect the recruitment and selection of board members? How did the legal matrix set the conditions for community boards to function? And how did these community boards pursue their policies in three key areas: personnel, budget, and curriculum? Social change requires a methodology that is process oriented and qualitative. This methodology relies heavily on field observation and interview and on the participant-observer approach. However, where appropriate, the quantitative approach is also employed. Research assistants were assigned to each of the 31 districts; they attended meetings and interviewed participants over a two-year period. A total of 156 participants—79 board members and 77 community members—agreed to formal interviews. The participant-observers also attended 90 meetings of the community school boards in the city. At least one meeting of every board was observed. In addition the institute staff attended several meetings of associations, community groups, and community organizations. This study is divided into six sections dealing with the various aspects of school decentralization and the community school boards: (1) Political Participation; (2) Policy: Personnel; (3) Policy: Budget; (4) Policy: Educational Program; (5) Community School Board; and, (6) Conclusion. (Author/JM)

ED 085 448 UD 013 954

May, Florence A. Guice, Gloria

**Increasing Compatibility Between Educational Practices and Educational Needs of Pupils Who Are Black.**

San Francisco Unified School District, Calif.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, African American Studies, Counselor Attitudes, Cultural Education, \*Curriculum Development, Educational Needs, \*Educational Planning, \*Negro Students, Secondary Education, \*Secondary School Students, Secondary School Teachers, \*Student Needs, Teacher Attitudes, Urban Education  
 Identifiers—California

The contents of this document are organized in five parts, as follows. Part I, a "Preface" entitled "The Dilemma," by Florence May, discusses the anxiety felt by teachers who are, for the first time, trying to teach people about whose culture and background they know little or nothing, and how educational change could deal with the sources of that anxiety. Part II, "Summary of Presentations," comprises brief summaries of the presentations made by the consultant, Dr. Daniel Thompson, Dillard University, to Counselors, Site Administrators, and Teachers, Basic Training Team, and Central Office Administrators and Staff. Summaries of the question-and-answer sessions following each presentation are included. Part III, "Multi-Cultural Education," includes descriptions of Philosophy and Approaches, Learning Experiences: content samples for one to six, and Learning Experiences: content samples for seven to twelve. Part IV, "Implications of Blackness for the Junior High and Senior High School Teacher," includes a discussion of some educational resources available to the teacher and two sample lessons, one for a suggested time period of three to four weeks and the other for a period of four to six weeks. Part V is a compendium of reviews of parts or wholes of five books discussing relevant studies. (JM)

ED 085 449 UD 013 955

Steelman, Cecile A. Murphy, Mervyn J.

**Increasing Compatibility in Desegregated Schools Between Elementary Educational Practices, the Curriculum, and the Concept of Whiteness.**

San Francisco Unified School District, Calif.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Practice, \*Elementary Education, \*Elementary School Curriculum, Human Relations, Intergroup Relations, Public Schools, \*Race Relations, Racial Integration, \*School Integration, School Role, Socialization, Urban Education, Urban Environment, Workshops  
 Identifiers—\*California

In the late spring of 1972, the Human Relations Department of the San Francisco Unified School District held a series of five ethnic workshops designed to aid the district in the implementation of racial desegregation. The function of this paper is to develop an "itemized and categorized" analysis of one of the five workshops. This summary was prepared from notes on four lectures presented by Dr. Dan Dodson under a grant from the Emergency School Assistance Program. The workshop upon which this paper is based was divided into four sessions. The content of the workshop can be divided into the following major topics: (1) The city as a socializing institution and its humanization through social encounter; (2) the traditional role of the public schools; (3) new educational concepts; (4) the legitimization of the authority of the schools; (5) desegregated education; and, (6) implications for educators. A section entitled "Research Notes" provides a sociological perspective on such terms as power, educational bureaucracy, and power structure. (Author/JM)

ED 085 450 UD 013 956

Castillo, Lydia R. Ponce, Corazon A.

**Increasing Compatibility Between Educational Practices and the Educational Needs of Pupils Who are Asian With Emphasis on Their Language and Cultural Needs.**

San Francisco Unified School District, Calif.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(027)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Classroom Techniques, Community Leaders, Cultural Background, \*Educational Needs, \*Educational Practice, Elementary School Counseling, English (Second Language), \*Filipino Americans, Inservice Teacher Education, \*Language Handicaps, \*Minority Group Children, Values, Workshops  
 Identifiers—Hawaii

The contents of this document are organized in eight parts, as follows. Part One, "Speech of Dr. Esther M. T. Sato," the consultant, Associate Professor at the College of Education, University of Hawaii, discusses the following topics: in the background of Filipinos in Hawaii, their social problems, Filipino cultural values, guidelines to help the Filipino child in the classroom, cultural and language differences, and acculturation of the Filipino immigrant. Part Two, "Work Session With Elementary Counselors, Bilingual and English as a Second Language Personnel, and Ethnic Studies Personnel," includes a summary of Dr. Sato's presentation to them and a transcript of the question-and-answer session following that presentation. Part Three summarizes the "Work Session With the Basic Training Team, Bilingual and English as a Second Language Personnel, Selected Personnel and Community Leaders." Part Four details "Identified General Educational Needs and Suggested Solutions." Part Five, "A Study of Cultural Values: the Filipino Personality in Perspective," is a paper by Dr. Lydia R. Castillo. Part Six, "English-Tagalog-Ilokano Glossary of Common Expressions Used in School," is a paper by Mrs. Corazon Ponce. Parts Seven and Eight are reading lists, "General Reading on Philippine Culture and Heritage," and "Suggested Textbooks for Philippine Literature." (JM)

**ED 085 451** UD 013 957*Hunterton, C. Stanley And Others***Busing: Ground Zero in School Desegregation. A Literature Review With Policy Recommendations.**

Syracuse Univ. Research Corp., N.Y. Policy Inst. Spons Agency—Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date Oct 72

Note—118p.

**EDRS Price MF-\$0.65 HC-\$6.58****Descriptors**—Bus Transportation, Educational Policy, Integration Effects, \*Integration Methods, Integration Studies, Law Enforcement, \*Literature Reviews, Policy Formation, \*Public Policy, Racial Attitudes, Racial Integration, \*School Integration, Social Change, \*Student Transportation, Transfer Programs

The contents of this document are organized in six sections. Section one, "Overview," discusses the parameters of the busing controversy. It indicates that the basic issue in the busing debate is racial desegregation in our nation's schools. Section two, "Busing in Perspective," examines the history, scope, and cost of busing; the law and busing; and the attacks on busing as a symbol for racial desegregation. Section three, "Busing: What are the Objections," discusses six assumptions of busing against the background of four axioms of social change. Section four, "The Impact of Busing: The Child," discusses the question, "What does racial balance have to do with education?" It presents a discussion of the range of opinions on that question including an overview of the arguments of Jensen, Jencks, The Rand Report, the Fleischmann Report, the Weinburg Analysis, and the work of Kleindorfer, Levin, and Stout. Section five examines several "Alternatives to Busing." The discussion proceeds from the premise that the availability and suitability of alternatives depend on the importance assigned by the community to the objective of racial integration. Section six, an "Appendix," includes the memorandum from the Commission on Civil Rights to Congress relative to the anti-busing amendment, and the bibliography used by the staff in researching the topic. (Author/JM)

**ED 085 452** UD 013 958*Asians and Asian Americans.*

San Francisco Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29****Descriptors**—\*Asian Studies, \*Audiovisual Aids, \*Audiovisual Centers, \*Bibliographies, \*Chinese Americans, Chinese Culture, Classroom Materials, Educational Resources, Filipino Americans, Film Libraries, Films, Instructional Films, Instructional Materials Centers, Japanese American Culture, \*Japanese Americans

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered of particular interest in the study of Asians and Asian-Americans. The bibliography is arranged alphabetically within the following subject area: I. Asians: General; East Asia—China, Japan, Korea; South Asia—Ceylon, India, Pakistan; Southeast Asia—Burma, Cambodia, Laos, Indonesia and Malaya, Philippine Islands, Thailand, Viet Nam. II. Asian-Americans: Continental United States and Pacific Protectorates: Chinese-Americans, Japanese-Americans, Hawaii, Oceania (Samoa—Solomon Islands). The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of the Audio-Visual Education Section's manpower, delivery facilities, plant, and available funds. (Author/JM)

**ED 085 453** UD 013 959*Black America.*

San Francisco Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—33p.

**EDRS Price MF-\$0.65 HC-\$3.29****Descriptors**—\*African American Studies, African Culture, African History, \*Audiovisual Aids,

\*Bibliographies, Civil Rights, Classroom Materials, Equal Education, Equal Opportunities (Jobs), Guidance, Instructional Films, Instructional Materials Centers, \*Negro Culture, Negro Education, \*Negro History

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered by particular interest in the study of black Americans. The bibliography is arranged alphabetically within these subject areas: I. African Heritage: Art and Culture, Land and People, Flora and Fauna. II. Black America: American Life and History: Historical Development; Twentieth Century American Life: the Search for Equality (Economic, Political, Social, Civil Rights Movement); the Arts and Sports; Outstanding Black Americans; Career Development: Guidance. The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of the Audio-Visual Education Section's manpower, delivery facilities, plant, and available funds. (Author/JM)

**ED 085 454** UD 013 960*The North American Indian and the Eskimo.*

San Francisco Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29****Descriptors**—\*American Indian Culture, \*American Indians, \*Audiovisual Aids, Audiovisual Centers, \*Bibliographies, Classroom Materials, Educational Resources, \*Eskimos, Film Libraries, Films, Filmstrips, Instructional Films, Instructional Materials Centers, Nonreservation American Indians

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered of particular interest in the study of the North American Indian, the Eskimo, and in the fields of ethnology and anthropology. The bibliography is arranged alphabetically within the following media format: The North American Indian: 16mm Films, Filmstrips (Captioned), Filmstrips (Sound), Study Prints, Realia, Models and Specimen Exhibits. I. The Eskimo: 16 mm Films. The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of the Audio-Visual Education Section's manpower, delivery facilities, plant, and available funds. (Author/JM)

**ED 085 455** UD 013 961*Spanish Heritage and Influence in the Western Hemisphere.*

San Francisco Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-9-72-0003(207)

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29****Descriptors**—\*American Culture, \*American History, \*Audiovisual Aids, Audiovisual Centers, \*Bibliographies, Classroom Materials, Filipino Americans, Instructional Films, Instructional Materials Centers, Latin American Culture, Mexican Americans, Mexicans, Spanish, Spanish Americans, \*Spanish Culture

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered of particular interest in the study of Spanish heritage and influence in the Western Hemisphere. The bibliography is arranged alphabetically within the following subject areas. The titles dealing with the Filipino culture are included in both this listing and the Asian and the Asian-American bibliography (UD 013 958): I. Spanish Influences in the Americas, History; II. Aztec, Inca, and Maya Civilizations; III. Early California, History; IV. United States Expansion and Influence; V. The Mexican-American; VI. Spanish Speaking Countries and Peoples: Spain; The Americas (General, Mexico, Central America, Caribbean Lands, South America); Philippine

Islands. VII. Art, Music, Cuisine, and Related Titles. VIII. Spanish Language—Audio-Visual Materials. The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of the Audio-Visual Education Section's manpower, delivery facilities, plant, and available funds. (Author/JM)

**ED 085 456** UD 013 962*Cordasco, Francesco Bucchioni, Eugene***Education Programs for Puerto Rican Students [Jersey City Public Schools].**

Jersey City Board of Education, N.J.

Pub Date Nov 71

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29****Descriptors**—Bilingual Education, Bilingual Students, Bilingual Teachers, \*Compensatory Education Programs, English (Second Language), Inner City, Parent Attitudes, \*Program Evaluation, \*Puerto Rican Students, Spanish Speaking, \*Urban Schools**Identifiers**—Elementary Secondary Education Act, ESEA Title I Programs, ESEA Title VII Programs, \*New Jersey

This report has a descriptive and evaluative delineation of those programs which have been (or are being) developed for Puerto Rican students in the public schools of Jersey City. The data of the report have been gathered in those schools with large Puerto Rican constituencies, and have been cast in the perspectives afforded by discussions with administrators, teachers, and students. What has evolved has been carefully measured in a multiplicity of dialogues with Puerto Rican parents whose aspirations for their children must remain the essential touchstone for all assessments, in the final analysis, in an area of such crucial concern. Some programs in operation in the Jersey City Public School for Spanish speaking pupils are as follows: teachers who specialize in "English as a Second Language Program" have been assigned to 16 elementary schools. One school has the "New Jersey Bilingual Education Program," funded under Title VII of the 1965 Elementary Secondary Education Act. It consists of four bilingual teachers, and "English as a Second Language" teacher, a "Spanish as a Second Language" teacher, and a community liaison officer. Another school has a Bilingual Program under Title I of the 1965 Elementary Secondary Education Act. Six bilingual teachers are assigned to the program. [Some pages of this document are marginally legible because of the poor quality of the original.] (Author/JM)

**ED 085 457** UD 013 963**Evaluation of the Fall River Middle School Research and Development Center Title VII Program, 1972-1973.**

Heuristics, Inc., Dedham, Mass.

Spons Agency—Fall River Public Schools, Mass.

Pub Date Sep 73

Note—127p.

**EDRS Price MF-\$0.65 HC-\$6.58****Descriptors**—Academic Achievement, \*Bilingual Education, Community Involvement, \*Compensatory Education Programs, Curriculum Development, Elementary Education, English (Second Language), Mathematics, \*Portuguese, \*Program Evaluation, Reading Achievement, Teacher Improvement**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I Programs, Fall River, \*Massachusetts

This report presents the evaluation of the Fall River Middle School Research and Development Center, a project funded under Title VII of the 1965 Elementary Secondary Act as a model demonstration bilingual program, beginning in 1972-1973. The Title VII bilingual program operated at the fifth grade level in three schools with two bilingual program classes in each school. The program had an enrollment of 111 students—34 English dominant and 77 Portuguese dominant students. The product objectives of the Instructional Component focused on student achievement in the academic areas of mathematics and science; the production of Portuguese and English speech sounds and grammatical structures (oral and written); and the social interaction between Portuguese and English dominant students. The objectives of the Staff Development Component required the staff to increase their academic knowledge of such aspects of bilingual

education as use of materials, evaluation, and instructional methodology. Staff training also included efforts to improve the staff's teaching methods in the classroom. Objectives of the Parent-Community component focused on the involvement of parents of participating students and of the community at large in activities related to the bilingual program, and on the dissemination of program information to the parents and the community. (Author/JM)

**ED 085 458** **UD 013 964**  
Ianni, Francis A. J., Ed. Storey, Edward, Ed.  
Cultural Relevance and Educational Issues:  
Readings in Anthropology and Education.  
Pub Date 73  
Note—533p.

Available from—Little, Brown & Co., Inc., 34  
Beacon St., Boston, Mass. 02106 (\$7.50)

**Document Not Available from EDRS.**

Descriptors—\*Cross Cultural Studies, Cultural  
Background, Cultural Differences, Cultural  
Education, Cultural Factors, \*Curriculum  
Development, \*Educational Anthropology,  
Educational Problems, \*Educational Research,  
Elementary School Curriculum, Minority  
Groups, Poverty Research, \*Research  
Methodology, Teacher Education

The recent activity of anthropologists whose primary interest are in education and of educators whose orientation is anthropological suggests this division of labor: The first division, "anthropology and education," is the most expansive and the least specific. A second, "anthropology in education," concerns the anthropological presence, whether expressed as a substantive body of understandings, as curriculum, as programs for teacher training, or as a kind of sensitivity toward humankind and the human variety. The "anthropology of education," third, represents anthropological inquiry into the behaviors we call education; into the organization of education; into the actual conduct of teaching and learning; into educational research methods and findings; and into educational futures. A fourth focus is the "anthropology of social problems." Part One of this book exemplifies the general character of anthropology and education. Part Two represents anthropology in education, whereas the articles of Part Three represent activity we have identified as the anthropology of education. Part Four includes a selection of field studies of education in and across cultures. In the fifth, and concluding part, we exemplify anthropological approaches to education as a social problem and stress the vitality of the discipline in problem-solving as well as in social advocacy. (Author/JM)

**ED 085 459** **UD 013 965**  
Arnez, Nancy L.

Partners in Urban Education: Teaching the Inner-City Child.

Pub Date 73

Note—58p.

Available from—Silver Burdett Div., General  
Learning Corp., 250 James St., Morristown,  
N.J. 07960 (\$1.38)

**Document Not Available from EDRS.**

Descriptors—American Indians, Bibliographies,  
Cultural Background, Cultural Factors, \*Inner  
City, Mexican Americans, \*Minority Group  
Children, Negro Education, Puerto Ricans,  
\*Resource Guides, Student Characteristics,  
\*Teaching Guides, Urban Education, \*Urban  
Teaching, Urban Youth

The contents of this handbook for teachers of inner-city children are organized in six sections. Part one, "Who is the inner-city child?" discusses such topics as "thinking about differences," myths about the inner-city child, "thinking about the likenesses," "recognizing ethnic strengths," "adding to your knowledge," and "putting it all together." Part two, "Working in the classroom," discusses "working within the curriculum," "communicating with students," "including ethnic materials," "handling controversial issues in the classroom," and "keeping physically and mentally fit." Part three, "Working outside the classroom," discusses "providing meaningful homework assignments," "providing a total educational experience," "managing a school cooperative," and "integrating classwork with the life of the local community." Part four discusses "Working with parents, paraprofessionals, and community residents." Part five, "Using resources," suggests resources that have proved

effective in the urban classroom. Part six is a "Bibliography," which lists books for elementary grade pupils, books for junior and senior high school students, books for teachers, films, filmstrips, photoaids, and records and tapes. Lists of selected Puerto Rican, Afro-American, Native-American and Mexican-American references constitute this bibliography. (JM)

**ED 085 460** **UD 013 968**  
Russell, Gail

The Success Environment: An Approach to Community Educational Improvement. End of Budget Period Report, Fiscal Year 1973.  
Atlanta Public Schools, Ga.

Pub Date Sep 73

Note—163p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Class Management, Classroom Arrangement, Curriculum Development, Disadvantaged Youth, Economically Disadvantaged, \*Elementary School Students, \*Federal Programs, Individualized Instruction, Inner City, \*Program Evaluation, Reinforcement, Small Group Instruction, Success Factors

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III Programs, \*Georgia  
Project Success Environment was funded under Title III of the 1965 Elementary Secondary Education Act to help alleviate the behavioral and academic problems of economically disadvantaged inner city students by providing them with the opportunity to experience, on an individual basis, success in school. The program that was developed during the three years of project funding consists of: (1) a positive contingency management system designed to deliver a high rate of reinforcement (and thus success) for appropriate social and academic behaviors; (2) a classroom arrangement designed to foster small group and individualized teaching; and, (3) some revision of the standard curriculum. This three-part program, usually referred to as the "success technique," has been extensively tested in 44 classrooms over the project's three years of operation. The results showed that during this time dramatic improvements in classroom management were consistently obtained. In addition, each successive year of the project's operation resulted in more substantial gains being made in achievement. Indeed, the very strong effects obtained in Year Three indicated that many of the problems associated with inner-city teaching have been eliminated or greatly reduced in project classrooms. (Author/JM)

**ED 085 461** **UD 013 970**  
Stabler, John R. Goldberg, Faye J.

The Black and White Symbolic Matrix.

Pub Date 73

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adjectives, Adverbs, American English, \*Color, \*Evaluative Thinking, \*Form Classes (Languages), Language Patterns, Language Styles, Language Usage, Linguistic Patterns, \*Racial Attitudes, Racial Recognition, \*Semantics, \*Symbolic Language, Symbolic Learning

Although many authors have mentioned examples of how black usually connotes a negative evaluation and white a positive evaluation, the literature on the topic has not yet included an attempt to list examples comprehensively. Those which are cited here come from a wide variety of sources: primarily from dictionaries, books of slang, and personal correspondence. Four cases are cited here: black as positive and black as negative, and white as positive and white as negative. The negative associations to black and the positive associations to white may have serious implications insofar as black and white are used as short-hand symbols to denote racial membership. A reasonable expectation, on the basis of generalization, would be that they would enter into judgements of people varying in skin coloration (either one's own or that of others). There may also be implications for individual personalities when the negative traits of a person became associated with black and the positive ones with white. Word maps are useful to the extent that they accurately reflect the territory represented. Unnecessary difficulties arise when symbols are not accurate insofar as important issues are concerned. Although symbolic functioning is of inestimable human value, psychologists and semanticists have rightly noted some limitations in the process. (Author/JM)

**ED 085 462** **UD 013 971**  
Education Vouchers: A Report on Financing Elementary Education by Grants to Parents.  
Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 70

Note—353p.

Available from—Center for the Study of Public Policy, 56 Boylston Street, Cambridge, Mass. 02138

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Demonstration Projects, Disadvantaged Youth, \*Educational Administration, \*Educational Economics, Educational Finance, Educational Needs, Educational Planning, \*Education Vouchers, \*Elementary Education, Nonpublic School Aid, Parent Role, Parochial School Aid, School Segregation, Student Distribution, Student Placement

The contents of this document are organized in nine chapters. Chapter One is "An Overview." Chapter Two presents "Seven Alternative Economic Models." Chapter Three discusses "Matching Pupils to Schools." Chapter Four compares "Vouchers and Other State Plans for Aiding Private Schools." Chapter Five describes "The Demonstration Project: Specifications and Evaluation." Chapter Six discusses "Four Additional Economic Models," which have come up most often in discussions with educators, legislators and community groups. Chapter Seven discusses "Identifying Children with Special Educational Needs," focusing on the technical problems of determining the value of vouchers for particular students, assuming vouchers vary in value according to educational "need." Chapter Eight, "Problems in Matching Pupils to Schools," examines in detail the prevention of segregation, the need for excess capacity in a voucher system, late applicants and running a lottery. Chapter Nine, "Problems in a Demonstration," focuses on problems unique to a demonstration; viz. problems of phasing into a voucher system, the financial consequences of a demonstration for the public schools, schools that want to fill only a fraction of their places with voucher students, financial arrangements with parochial schools, and alternative structures for an educational voucher agency. [For the preliminary report, see ED 040265.] (Author/JM)

**ED 085 463** **UD 013 972**  
Bardet, Joan

Data Processing Requirements for School Desegregation: A Case Study of the San Francisco Unified School District.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—43p.

Available from—The Council of the Great City Schools, 1707 H Street, N.W., Washington, D.C. 20006 (Price not quoted)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Data Processing, Elementary School Students, \*Information Needs, Integration Methods, \*Reports, School Conditions, \*School Integration, School Organization, School Redistricting, Secondary School Students, Student Characteristics, Student Placement, Technical Writing, Transfer Programs

Identifiers—\*California

The goal of this report is to introduce the kinds of data and the kinds of reports which are useful in the process of desegregating schools. In September of 1971, the San Francisco Unified School District desegregated its elementary schools. That it was able to open these schools in semi-normal fashion was due in large part to the services provided by the District's Data Processing Department. This report is intended to serve as a guidebook for Data Processing personnel in other school districts who may be faced with a similar situation. One fundamental change which is made necessary by school desegregation is the evaluation and development of new student assignments to schools based on the racial/ethnic distribution of students. The desegregation plan which had been developed during the spring of 1971 and accepted by the Court in July organized the City into seven geographic areas or "zones." School assignments are made by Census block. The close to 100 elementary schools which



had been previously organized as kindergarten through grade six now were converted to "primary" (i.e., kindergarten to grade three) or "intermediate" (grades four to six.). This required the re-evaluation of school sites and their suitability for primary and intermediate grade levels. The advantage to changing grade level designation is that most children can be assigned to their local school for at least part of their elementary school years. (Author/JM)

**ED 085 464** UD 013 973  
The Relationship of Nutrition to Brain Development and Behavior.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on International Nutrition Programs.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jun 73

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, Animal Behavior, \*Behavior Development, Disadvantaged Environment, Environmental Influences, Health Needs, \*Hunger, \*Individual Development, Information Needs, Learning Processes, \*Neurological Organization, \*Nutrition, Physical Development, Research Needs, Scientific Research

The physical, chemical, and physiological development of the brain and consequent behavior in all species of higher animals evolves from the continuous interaction of genetic and numerous environmental factors. Among the latter are nutritional, disease, psychological, learning, and cultural variables. Of these, nutrition is concerned directly with providing energy and nutrients needed for cellular structures and various metabolic systems. Indirectly, food may serve as a stimulus for behavior as well as providing a basis for social interaction. In most instances, the specific effects of sub-optimal nutrition on brain development in man are inseparable from those of other environmental factors. In some instances—such as when nutrients are imperfectly utilized owing to inborn errors of metabolism, or when nutrients are lacking—malnutrition, per se, clearly alters the central nervous system by acutely or chronically limiting its metabolic, structural and functional capabilities and performance. In other circumstances, malnutrition, reflected in chronic limitation of amounts of food consumed, may result in general stunting of growth accompanied by reduced brain size, decreased brain cell number, and immature or incomplete biochemical organization of the brain. (Author/JM)

**ED 085 465** UD 014 016

Fielding, Jon E., Ed.  
Problems in Comprehensive Ambulatory Health Care for High-Risk Adolescents.

Community Health Service (DHEW/PHS), Bethesda, Md.; Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 73

Note—243p.; Articles based on presentations from two colloquia for Job Corps health care providers, February 2 through 4, 15 through 17, 1972

Available from—Chief, Health Staff, Job Corps, Manpower Administration (DOL), Washington, D.C. 20210 (no charge)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Adolescents, Aggression, Anemia, Contraception, Dental Health, \*Disadvantaged Youth, Drug Education, Health Conditions, \*Health Education, Health Needs, Health Programs, \*Health Services, Mental Health, Nutrition, Pregnant Students, Sexuality, Smoking, Venereal Diseases

Identifiers—Hepatitis, \*Job Corps, Obesity, Sickle Cell Anemia, Skin Diseases

This volume contains 21 articles on aspects held to be important for delivering comprehensive health care to young adults who are at higher than average risk levels for a number of health and health-related problems; choice of topics for the articles is based on experience gained in directing the health program for the Job Corps. Most of the articles are reworked presentations from two colloquia held in February 1972. A few of the articles describe new approaches used by Job Corps to address the health-related problems that can prevent disadvantaged young adults from

achieving their self-defined goals. Others deal with common medical problems such as hepatitis, skin diseases, nutritional deficiencies, obesity, and sickle cell disease and traits. Yet others focus on sexuality, venereal disease, and family planning. The last group of articles covers mental health and drugs—dealing with mental health emergencies, aggressive behavior, tobacco, drug addiction, and helping the drug-abusing enrollee in Job Corps. A list of materials produced by Job Corps health staff, including films, brochures, reports, and major publications available for distribution, concludes the monograph. (RJ)

**ED 085 466** UD 014 025

Zirkel, Perry Alan, Comp.  
Puerto Rican Pupils: A Bibliography.

Hartford Univ., West Hartford, Conn. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Sep 73

Note—67p.; Teacher Corps Cycle VII Bilingual Project

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, Bibliographies, Childrens Books, Cultural Factors, \*Disadvantaged Youth, \*Educational Opportunities, Folk Culture, Foreign Language Books, History, Language, Literature, Periodicals, \*Puerto Rican Culture, \*Puerto Ricans, Research

Identifiers—Puerto Rico

The materials listed in this bibliography are intended as a resource for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as those on the island. The listing has breadth and variety, but is not exhaustive. Materials included for each category, moreover, are not only about but also for Puerto Rican students. The first category, "Books," lists those in English and those in Spanish separately, and has a section on children's literature. The second category, "Audiovisual Materials," lists films, filmstrips, recordings, and "others." The next two categories are "Self-Contained Research Studies" and "Periodical Articles," respectively. The last category lists bibliographies for and about Puerto Rican students. (RJ)

**ED 085 467** UD 014 027

Levy, Leah, Ed.

Citizen Voice in the Public Schools. Inequality in Education, Number 15, November 1973.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 73

Note—103p.

Available from—Center for Law & Education, Harvard Univ., Larsen Hall, 14 Appian Way, Cambridge, Mass. 02138 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—American Indians, \*Community Control, \*Decentralization, Educational Testing, \*Education Vouchers, \*Equal Education, Legal Problems, Literature Reviews, Minority Group Children, Negro Attitudes, Negro Youth, Political Issues, \*Public Schools, Student Rights

Identifiers—Alum Rock Union School District, California, Detroit, Los Angeles Unified School District, Michigan, San Jose

This issue of "Inequality in Education" comprises articles sampling perspectives of some attempts being made within the public school framework to gain a greater say in how and what children learn. The discussions are concentrated on efforts for (1) community control of Schools; (2) decentralization of school administration; and, (3) existing and potential voucher systems for public schools. In relation to community control, an overview of the development of parent and community participation and control in public schools, a movement termed "the emerging third force in education," is presented, and some existing examples of community controlled native American schools are analyzed. The decentralization program in the Los Angeles Unified School District is treated from contrasting points of view, as are the numerous ways in which the citizens and educators of Detroit have dealt with that city's critical public education problems. The pros and cons of four major voucher systems are summarized, and the workings of the voucher plan in the Alum Rock

Union School District is explained. The potential viability of vouchers for public schools is also considered. A Center for Law and Education staff attorney presents a comprehensive analysis of cases dealing with students' rights to write and distribute literature. The concluding section is a special note on the legal challenges to educational testing practices. (RL)

**ED 085 468** UD 014 028

Sanday, Peggy R.

A Diffusion Model for the Study of the Cultural Determinants of Differential Intelligence. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0193

Pub Date Nov 73

Grant—OEG-3-73-0003

Note—108p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Academic Ability, Academic Records, Caucasian Students, Classroom Integration, \*Cultural Traits, Educational Policy, Equal Education, Intelligence Quotient, Lower Class, \*Models, \*Negro Students, Public Schools, \*Racial Differences, Scores, Social Class, Upper Class

Identifiers—Pennsylvania, Pittsburgh

In empirically examining and developing a cultural diffusion model for the explanation of racial differences in mental ability scores, the major hypothesis of the model is that racial differences in mean IQ scores are a function, among other factors, of the degree and nature of contact a group has with the mainstream culture. The data were drawn from the cumulative school records of all the ninth graders who were in the Pittsburgh Public School System in the 1970-71 school year. The major part of the analysis involves the examination of the pattern of change in the IQ scores of the students who entered the system in the kindergarten and remained enrolled until the ninth grade. It was found that school and community segregation is related to an overall decrease in mean IQ scores between grades K-8 for both blacks and whites. The IQ of students in lower social class school environments decreases over time while that of students in upper social class environments increases. Two major policy recommendations are suggested by these results and the overall approach. The first concerns the potential value of the use of information contained in school records for formulating and monitoring educational policy related to equality of educational opportunity. The second policy recommendation discusses the importance of school social class integration in the early grades. (Author/RJ)

**ED 085 469** UD 014 043

Mills, Nicolaus, Ed.

The Great School Bus Controversy.

Pub Date 73

Note—356p.

Available from—Teachers College Press, 1234 Amsterdam Ave., New York, N.Y. 10027 (\$5.95)

Document Not Available from EDRS.

Descriptors—Boards of Education, \*Bus Transportation, Historical Reviews, \*Integration Effects, Legal Problems, Majority Attitudes, \*Negro Attitudes, Public Schools, Race Relations, Racial Balance, Racial Discrimination, Racism, School Districts, \*School Integration, School Segregation, Southern Attitudes, \*Supreme Court Litigation, Transfer Programs, Violence

Identifiers—Brown Versus Board of Education, California, Colorado, England, Keyes Versus Denver School District Number 1, New York, North Carolina, Swann Versus Charlotte Mecklenburg

This anthology attempts to put the great school bus controversy of the 1970's in perspective by providing a forum in which a series of widely differing views, backed by hard data, can be compared. The first section, "Background and Legal History," places the controversy in a perspective that predates the 1970's. One article focuses on the history and scope of school busing in America. The second turns on the problem of whether public schools are to be racially mixed or merely color blind. The third article is also concerned with practical consequences, but those relating to

a dangerous collision between the Judiciary and the Legislature. The second section, "The Debate Over Evidence and Social Policy," is an extension of the first, but focuses on questions directly concerned with establishing the criteria of a success-

ful busing program and determining the relationship between government policy and social science. By contrast, the writing in section three of the anthology is descriptive rather than analytic in emphasis--a series of direct reports on

the impact of busing--many of them "new journalistic" in nature. The final section, "Busing and Black Political Strategy," turns to the issue that could finally determine the outcome of the busing struggle. (RJ)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number \_\_\_\_\_ ED 013 371

## Abstracts

Cerebral Palsy and Related Disorders, Prevention and Early Care: An Annotated Bibliography. Volume I, Part One.

ED 084 746

Cerebral Palsy and Related Disorders Prevention and Early Care: An Annotated Bibliography. Volume II, Part Two.

ED 084 747

CIRF Abstracts, Volume 12.

ED 084 394

Physical Facilities: A Selected Bibliography, Exceptional Child Bibliography Series No. 634.

ED 084 765

A Program of Research in University Administration. Final Report.

ED 084 959

## Academic Ability

A Diffusion Model for the Study of the Cultural Determinants of Differential Intelligence. Final Report.

ED 085 468

## Academic Achievement

The Contribution of School and Non-School Inputs to Student Achievement. Final Report.

ED 085 410

A Follow-Up Study of Spanish-American Students from the Scottsbluff High School, Scottsbluff, Nebraska.

ED 085 152

A Longitudinal Study of Get Set Day Care Children in Grades First, Second, and Third.

ED 085 114

Minnesota Educational Assessment: A Comprehensive Planning Study.

ED 084 657

National Assessment and Rural Education.

ED 085 127

Predictors of Achievement: A Bibliography.

ED 084 629

Report of Final Evaluation ESEA Title I Projects, Fiscal Year 1973; Phoenix Area, Bureau of Indian Affairs, Department of Interior.

ED 085 130

Report of Television Multi-Channel System in Lincoln Heights Elementary School Progress Report.

ED 084 844

The Role of Generalized and Specific Expectancies in Determining Academic Achievement.

ED 085 075

A Study of the Effects of Open Classroom Education on Children's Achievement, Self Concepts and Attitudes.

ED 085 423

Summary of the Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1973; Phoenix Area, Bureau of Indian Affairs, Department of Interior.

ED 085 131

## Academically Handicapped

Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, 1972-73.

ED 085 122

## Academic Aspiration

A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican American Students with Monolingual Mexican American Students.

ED 085 136

## Academic Education

Curriculum Model for Preventing Dropouts, Grades 9-12.

ED 084 474

## Academic Performance

Effects of the Memorization of Rule Statements on Performance, Retention, and Transfer in a Computer-Based Learning Task.

ED 084 874

A Preliminary Report on a Study of the Academic Performance of Transfer Students at East Carolina University.

ED 084 975

## Academic Standards

Student Participation in Academic Decision Making: A Liberal Arts College Perspective.

ED 085 016

## Accident Prevention

Industrial Education Safety Instructional Guide.

ED 084 408

## Accidents

[Tort Liability and School Transportation.]

ED 084 637

## Accounting

Learning to Analyze and Code Accounting Transactions in Interactive Mode.

ED 084 834

## Accreditation (Institutions)

Accreditation in Teacher Education.

ED 084 760

## Achievement

Comprehensive Achievement Monitoring for Science. Symposium; National Association of Biology Teachers, San Francisco, California, October 27, 1972.

ED 084 816  
Comprehensive Achievement Monitoring in the Sequoia Union High School District. Symposium, California Educational Data Processing Association, December 8, 1972.

ED 084 818  
Internality as a Determinant of Degree of Classroom Participation and Academic Performance Among Elementary Students.

ED 085 112  
Parent Child Relations and Women's Achievement Orientations.

ED 084 487  
A Study of the Science Achievement of Earth Science Curriculum Project Students From Different Socioeconomic Areas.

ED 085 187//

## Achievement Anxiety Test

The Systematic Desensitization of High Debilitating Test Anxious College Students by Relaxation and Assertion.

ED 084 488

## Achievement Gains

The Contribution of School and Non-School Inputs to Student Achievement. Final Report.

ED 085 410

A Statistical Search for Unusually Effective Schools.

ED 085 409//

## Achievement Tests

Minnesota Test-Norms and Expectancy Tables. Revised Edition.

ED 084 362

## Acoustical Environment

A Literature Survey of Noise Pollution.

ED 085 220//

## Acoustics

Environmental Pollution: Noise Pollution - Sonic Boom. Volume I.

ED 085 221//

## ACT

American College Test Assessment of Educational Hierarchies and Scholastic Survival at the University of the Philippines.

ED 084 944//

## Acting

Respect for Acting.

ED 084 593//

## Activism

Alumni Reactions to College Student Protest.

ED 084 966

Curbing Campus Violence.

ED 084 961//

La Causa Chicana. The Movement for Justice.



- ED 085 133//  
Quality of Educational Life, Priorities for Today.
- ED 084 948  
Shut It Down! A College in Crisis, San Francisco State College, October, 1968 to April, 1969. A Staff Report to the National Commission on the Causes and Prevention of Violence.
- ED 084 943
- Activity Learning**  
Environmental Education Program, Grades K-8, Liverpool Central Schools.
- ED 085 244//  
Preliminary Evaluation Report - Center for Environmental Studies.
- ED 085 243
- Activity Units**  
Metric Exercises. Lively Activities on Length, Weight, Volume, and Temperature.
- ED 085 251
- Adjustment Counselors**  
Crisis Re-entry Counseling with Veterans Returning from Southeast Asia: Strengths and Difficulties of the Outreach Goal.
- ED 084 483
- Adjustment Problems**  
Affective Reactions in Some Parents of Deaf-Blind Children.
- ED 084 731  
Crisis Re-entry Counseling with Veterans Returning from Southeast Asia: Strengths and Difficulties of the Outreach Goal.
- ED 084 483
- Administrative Organization**  
Communication in Organizations: The Communication Environment of a Task-Force Team.
- ED 084 577  
The Department/Division Structure in the Community College.
- ED 085 051  
The Emergence of the Regional Educational Service Agency Concept in Education: Dominant Organizational Patterns and Programming Thrusts.
- ED 084 693  
A Guide to Professional Development Opportunities for College and University Administrators; Seminars, Workshops, Conferences, Internships, and Fellowships, January-December, 1974.
- ED 085 013  
A Middle Management Position in Post Secondary Education.
- ED 085 067  
Regional Programming for Differential Needs: Programs in Vocational Education and for Handicapped Pupils in New York State.
- ED 084 708
- Administrative Personnel**  
A Combined Conceptual/Data Based Methodology for the Determination of University Departmental Academic, Supporting and Administrative Staff at an International Level of Application.
- ED 084 934//  
Evaluation of Adult Basic Education for the United States Office of Education. ABE Program Administrator Interview. Form P.
- ED 085 414//  
Inservic Institute in Human Relations.
- ED 085 343  
A Middle Management Position in Post Secondary Education.
- ED 085 067  
Proceedings of the National Association of Educational Buyers Annual Meeting. 52nd, Las Vegas, Nevada, May 7-10, 1973.
- ED 084 669  
Salaries Scheduled for Administrative and Supervisory Personnel in Public Schools, 1973-74. An ERS Report.
- ED 084 672  
School Management and Evaluation System. Project Termination Report (PTR).
- ED 084 718  
Wanted--More Women: Where Are the Women Superintendents?
- ED 084 620
- Administrative Policy**  
Administrative Guidelines for the Relationship Between Departmental Resource Centers and Media Centers.
- ED 084 831
- Faculty Attitudes Towards the Administration.
- ED 085 018  
A National Manpower Policy: Training and Employing the Unemployables.
- ED 084 350//
- Administrative Principles**  
Accounting for Independent Schools.
- ED 084 671
- Administrator Attitudes**  
The Black Studies Movement in Higher Education. The NCREEO Newsletter, Volume 3, Number 4, March 1973.
- ED 085 435  
The Emergency School Assistance Program: Its Impact on Selected Public School Districts.
- ED 085 446  
Teacher and Administrator Opinion Survey of Guidance Services in the Secondary School.
- ED 084 485
- Administrator Education**  
A Guide to Professional Development Opportunities for College and University Administrators; Seminars, Workshops, Conferences, Internships, and Fellowships, January-December, 1974.
- ED 085 013  
Inservic Institute in Human Relations.
- ED 085 343  
Meeting the Needs of Tomorrow's Public Service: Guidelines for Professional Education in Public Administration.
- ED 084 962//
- Administrator Evaluation**  
ERIC Abstracts: A Collection of ERIC Document Resumes on Competency-Based Evaluation of Educational Staff. ERIC Abstracts Series, Number Twenty-eight.
- ED 084 651
- Administrator Guides**  
Maintenance Scheduling and Reporting.
- ED 084 346//  
Title I ESEA Selecting Target Areas: Handbook for Local Title I Officials.
- ED 085 424
- Administrator Responsibility**  
A Middle Management Position in Post Secondary Education.
- ED 085 067
- Administrator Role**  
The Budget. Introduction to Financial Management.
- ED 084 670  
The Change Agent Role of the Elementary Principal Reexamined.
- ED 084 678  
Collective Negotiations in Higher Education.
- ED 084 993  
A Middle Management Position in Post Secondary Education.
- ED 085 067  
School Administration for a Humanistic Era.
- ED 084 654  
Systematic Analysis in the Administering of University Resources.
- ED 084 935//
- Admission (School)**  
The Admission and Academic Placement of Students From Selected Countries of Latin America. A Workshop Report. Argentina, Chile, Ecuador, Peru.
- ED 084 992  
The Admission and Placement of Students From the Pacific-Asia Area. A Workshop Report. Australia, Ceylon, Hong Kong, India, Malaysia, New Zealand, Pakistan, Singapore, Okinawa, and Pacific Islands.
- ED 084 991  
The Evaluation of Asian Educational Credentials: A Workshop Report. India, Japan, the Philippines, Taiwan.
- ED 084 990  
Graduate Study Programs in the Field of Higher Education; A Brief Guide for Prospective Students.
- ED 085 044  
Who Goes When To College?
- ED 085 003
- Admission Criteria**  
The Admission and Academic Placement of Students From Selected Countries of Latin America. A Workshop Report. Argentina, Chile, Ecuador, Peru.
- ED 084 992  
The Admission and Placement of Students From the Pacific-Asia Area. A Workshop Report. Australia, Ceylon, Hong Kong, India, Malaysia, New Zealand, Pakistan, Singapore, Okinawa, and Pacific Islands.
- ED 084 991  
Alumni Reactions to College Student Protest.
- ED 084 966  
The Evaluation of Asian Educational Credentials: A Workshop Report. India, Japan, the Philippines, Taiwan.
- ED 084 990  
University Without Walls: Pilot Year Report 1971-1972.
- ED 084 951
- Adolescent Literature**  
Children's Literature Storytelling Programs.
- ED 085 392
- Adolescents**  
Barpressing in the Presence of Free Rewards in Humans.
- ED 085 115  
Problems in Comprehensive Ambulatory Health Care for High-Risk Adolescents.
- ED 085 465
- Adult Basic Education**  
Evaluation of Adult Basic Education for the United States Office of Education. State ABE Program Administrator Interview Guide. Form SP.
- ED 085 412//  
Evaluation of Adult Basic Education for the United States Office of Education. Post-Program Enrollee Interview. Form E2.
- ED 085 413//  
Evaluation of Adult Basic Education for the United States Office of Education. ABE Program Administrator Interview. Form P.
- ED 085 414//  
Evaluation of Adult Basic Education for the United States Office of Education. ABE Class Instructor Interview. Form CL.
- ED 085 415//  
Evaluation of Adult Basic Education for the United States Office of Education. Initial Enrollee Interview. Form E1.
- ED 085 422//  
A Longitudinal Evaluation of the Adult Basic Education Program.
- ED 085 418  
Rhode Island State Plan for Adult Basic Education. Long Range and Annual Program Plan, 1973-74.
- ED 084 400
- Adult Counseling**  
A Report to the Ohio Board of Regents: Extended Learning Program.
- ED 084 403
- Adult Education**  
Accountability Practice in Adult Education. A Survey Among Its Membership Sponsored by the Northwest Adult Education Association.
- ED 084 404  
The Adult Learner: A Neglected Species.
- ED 084 368  
Aspen Notebook: Cable and Continuing Education.
- ED 084 777//  
Impressions of Soviet Education: A Second Look. A Report of the Educational Staff Seminar Study Tour, November 16-30, 1972.
- ED 084 957  
Rhode Island State Plan for Adult Basic Education. Long Range and Annual Program Plan, 1973-74.
- ED 084 400  
What Should Be the Unique Role of Teaching or the Unique Applications of Teaching in Departments of Speech Communication Located in Urban Environments?
- ED 084 586
- Adult Education Act of 1966**  
A Longitudinal Evaluation of the Adult Basic Education Program.
- ED 085 418
- Adult Education Programs**  
Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session on S.1539. To Amend and Extend Certain

- Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 2. ED 084 714  
A Report to the Ohio Board of Regents: Extended Learning Program. ED 084 403
- Adult Learning**  
The Adult Learner: A Neglected Species. ED 084 368
- Adult Programs**  
Career Opportunities Program. ED 085 390
- Adults**  
Dialectic Operations: The Final Period of Cognitive Development. ED 085 072
- Adult Students**  
Career Opportunities Program. ED 085 390  
Evaluation of Adult Basic Education for the United States Office of Education. Post-Program Enrollee Interview. Form E2. ED 085 413//  
Evaluation of Adult Basic Education for the United States Office of Education. Initial Enrollee Interview. Form E1. ED 085 422//
- Advanced Placement**  
A Comparison of the College Performance in Calculus-Level Mathematics Courses Between Regular-Progress Students and Advanced Placement Students. ED 085 271//
- Advisory Committees**  
An Analysis of the Process and Methodology of the Delaware School Finance Study. ED 084 699  
Description and Analysis of the Process and Methodology of a School Finance Study in Florida. ED 084 698  
Final Report from the Ad Hoc Committee to Study Attrition at Miami-Dade Community College, North Campus. ED 085 052
- Affection**  
The Problem of Love: A Survey of Theoretical Literature. ED 084 584
- Affective Behavior**  
The Affective Domain: Contributions of Behavioral Science to Instructional Technology. Number One. A Resource Book for Media Specialists. ED 084 868
- Affective Domain**  
The Affective Domain: Contributions of Behavioral Science to Instructional Technology. Number One. A Resource Book for Media Specialists. ED 084 868
- Affirmative Action Program**  
Affirmative Action Program Manual. ED 085 063
- Africa**  
Torches in the Night. Educational Experiences in Tanzania and the Ivory Coast. ED 085 302
- African American Studies**  
Black America. ED 085 453  
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FL — Languages and Linguistics  
HE — Higher Education  
JC — Junior Colleges

PS — Early Childhood Education  
RC — Rural Education and Small Schools  
SE — Science, Mathematics, and Environmental Education  
SO — Social Studies/ Social Science Education  
SP — Teacher Education  
TM — Tests, Measurement, and Evaluation  
UD — Disadvantaged

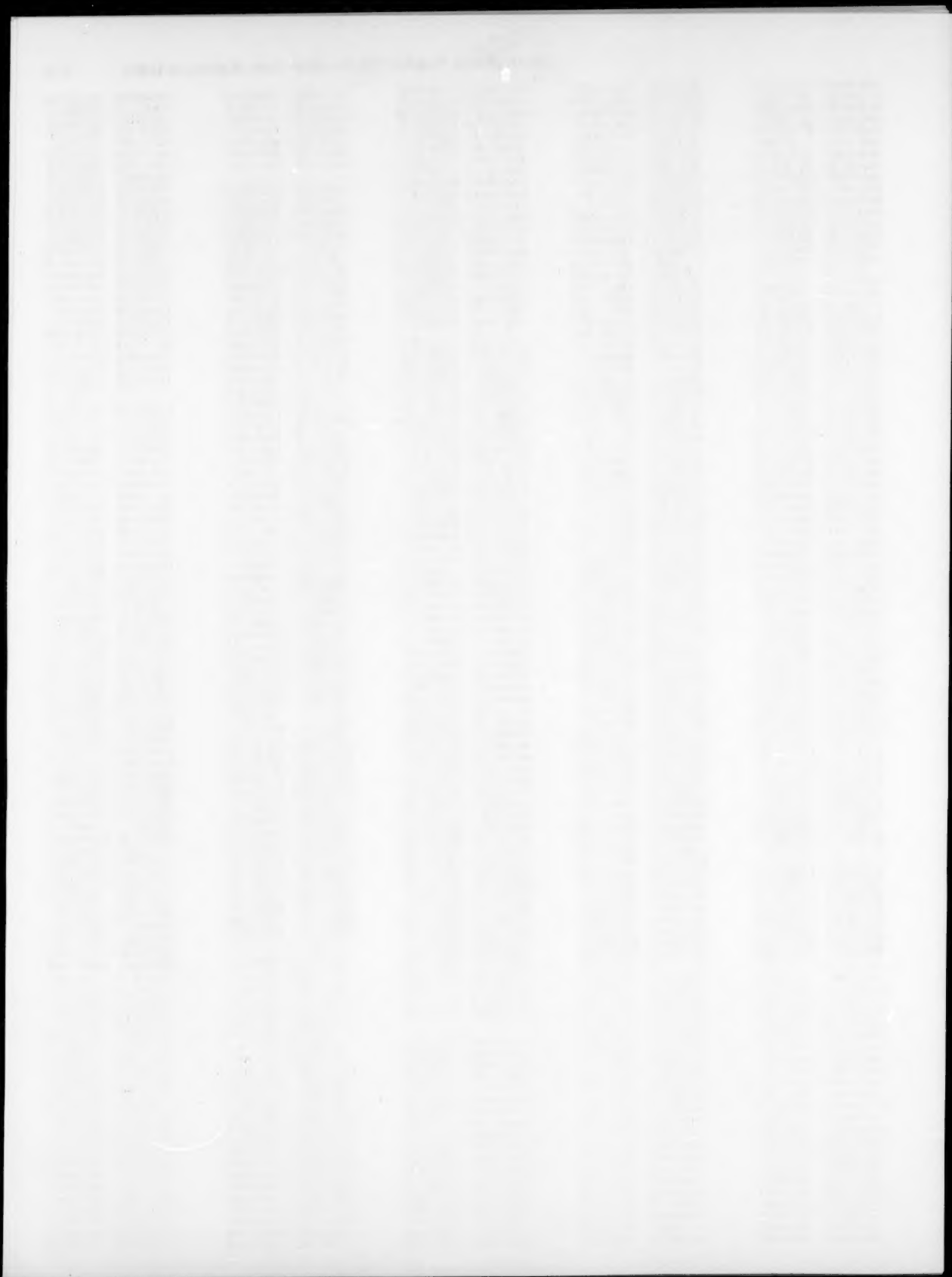
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SE014016	ED085175//	SE017002	ED085250	S0006767	ED085324				
SE014052	ED085176//	SE017072	ED085251	S0006768	ED085325				





## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through March 1974 issues of *Research in Education (RIE)*:

### ADMISSIONS COUNSELORS 380

### ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

### AEROSPACE EDUCATION 140

UF Aerospace Science Education

### AESTHETIC EDUCATION 140

UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

### Alternative Futures

USE FUTURES (OF SOCIETY)

### ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANEMIA 250

UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ARCHERY 390

### ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

### ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal,

Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### BODY LANGUAGE 080

#### Career Development

USE VOCATIONAL DEVELOPMENT

### CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHEMICAL NOMENCLATURE 400

#### COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

### CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

### CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

### CONSTRUCTION MANAGEMENT 020

### CUBANS 380

### CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

### DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

### DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

### DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size.

#### Diplomacy

USE FOREIGN RELATIONS

### DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

#### Diplomatic Policy

USE FOREIGN POLICY

### DISARMAMENT 480

UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

### DISSENT 060

UF Dissensus

### DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

#### Ecosystems

USE ECOLOGY

### EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

### EDITORIALS 050

### EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

### EDUCATIONAL ASSESSMENT 180

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

### EFFICIENCY 180

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

### ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

### EXTERNAL DEGREE PROGRAMS 140

UF Extended University  
Open University  
University Without Walls

### FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

### FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**FULL STATE FUNDING 220****Future Studies**

USE FUTURES (OF SOCIETY)

**FUTURES (OF SOCIETY) 480**UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology**Futurism**

USE FUTURES (OF SOCIETY)

**Futuristics**

USE FUTURES (OF SOCIETY)

**Futurology**

USE FUTURES (OF SOCIETY)

**HOMOSEXUALITY 060**

UF Lesbianism

**HUMANIZATION 490**

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

**HYBRID AIR STRUCTURES 210**

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

**IDEOGRAPHY 290**

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

**Intergovernmental Organizations**

USE INTERNATIONAL ORGANIZATIONS

**Internation Behavior**

USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**

UF War Crimes

**INTERNATIONAL LAW 230**UF International Legal Analysis  
International Torts  
Law of Nations**International Policy**

USE FOREIGN POLICY

**International Politics**

USE FOREIGN RELATIONS

**Iron Deficiency Anemia**

USE ANEMIA

**ITEM BANKS 520**

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

**Joint Occupancy**

USE SHARED SERVICES

**Labor Demand**

USE MANPOWER NEEDS

**LAND ACQUISITION 020****LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

**LEAD POISONING 250****Learning Centers**

USE LEARNING LABORATORIES

**LIFE STYLE 060**

SN Manner of living chosen as a personal response to the social and cultural milieu.

**Lifelong Integrated Learning**

USE CONTINUOUS LEARNING

**LOCUS OF CONTROL 420**

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

**LUNAR RESEARCH 450**

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

UF Lunar Exploration

**MATRICES 340****MECHANICS (PHYSICS) 400**

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.

UF Classical Mechanics

**MERIT PAY 220****MEXICANS 380**

SN Citizens of Mexico

**MIDDLE EASTERN STUDIES 450**

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

**Military Policy**

USE FOREIGN POLICY

**MOLECULAR STRUCTURE 220****MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NEUROLINGUISTICS 290**

SN A branch of linguistic science relating language behavior to the neurological sciences.

**NEWS REPORTING 080****NONFORMAL EDUCATION 140**

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

**NONPUBLIC SCHOOL AID 220****NONRESERVATION AMERICAN INDIANS 380**

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

**OBSERVATIONAL LEARNING 310**

SN Behavioral effect on the learner resulting from the observation of a model.

UF Imitative Learning

**OPEN EDUCATION 140**

UF Open Schools

**ORGANIZATIONAL DEVELOPMENT 020**

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**PARANOID BEHAVIOR 420**

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

**PARENTHOOD EDUCATION 140**

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

**PAROCHIAL SCHOOL AID 220****PEACE 480**UF International Peace  
World Peace**PEER COUNSELING 090**

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

**PHONEME GRAPHEME CORRESPONDENCE 290**

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

**PHYSICIANS ASSISTANTS 380**

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PLANNING (FACILITIES) 020**

UF Facilities Planning



**PNEUMATIC FORMS 210**

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**POLISH AMERICANS 380****POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**PREGNANT STUDENTS 380**

Program Implementation  
USE PROGRAM DEVELOPMENT

**PROPERTY TAXES 230**

UF Ad Valorem Tax

**PUBLIC SERVICE OCCUPATIONS 350**

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

**PUNISHMENT 310****PUPPETRY 030**

UF Puppets  
Puppet Shows

**RELOCATABLE FACILITIES 210**

UF Nonpermanent Facilities

**REVENUE SHARING 220**

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

**REVOLUTION 480**

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

**ROLE MODELS 420**

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SEMANTIC DIFFERENTIAL 190**

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEX DISCRIMINATION 480**

UF Discrimination (Sex)  
Sex Bias  
Sex Prejudice

**Shared Facilities**

USE SHARED SERVICES

**SI Units**

USE METRIC SYSTEM

**Sickle Cell Anemia**

USE ANEMIA

**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental, and other participatory learning activities.

UF University Training Centers

**TEACHER DISCIPLINE 020**

SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**TREATIES 230**

SN Negotiated agreements between two or more political authorities.

**UPPER DIVISION COLLEGES 470**

SN Colleges offering junior, senior, and graduate level courses.

**Valence (Language)**

USE SYNTAX

**VENEREAL DISEASES 250**

UF Syphilis  
Gonorrhea  
Chancroid

**VISUAL AIDS 050**

UF Visual Equipment  
Visual Instrumentation  
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**VISUAL LITERACY 010**

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**VOCATIONAL MATURITY 130**

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

**WAR 480**

UF Civil War  
Conventional Warfare  
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**WASTE DISPOSAL 410**

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

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SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.  
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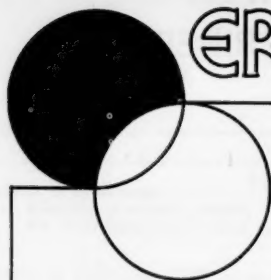
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